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ABSTRACT

The model curriculum guide in food service occupations consists of 26 units of study presented in outline form and intended for use at the secondary level. The outline presents a concept statement, behavioral objective, learning activities, teacher resource needs, suggested evaluation techniques, lesson objectives, a lesson/unit plan, and reference materials. The guide covers basic information necessary to anyone working in food service. Among the topics covered are: equipment facility terminology, operation of equipment and facility, personal hygiene, sanitation, basic cooking, salad making, food serving, menu planning, recordkeeping, purchasing and receiving, and mixology. Glossaries of teaching and evaluation methods are appended to the guide, along with brief definitions of norm and criterion tests. Sample lesson plans for use by the instructor are also appended. Lists of books and magazine and film resources complete the document. (NJ)

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INSTRUCTIONAL SYSTEM DEVELOPMENT MODEL
FOR VERMONT AREA VOCATIONAL CENTERS

FOOD SERVICE TRADES

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CURRICULUM PROJECT

1974-75

FOOD SERVICE TRADES

VT 102453

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Instructional System Development Model for Vermont Vocational Centers

1974 - 75

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FOREWORD

This curriculum is a suggested outline for teaching Food Occupations in secondary schools in Vermont.

The purposes of the curriculum guide are threefold:

1. To assist the beginning Food Service teacher in planning the course and related instruction and provide a basis upon which it can progressively be built in accordance with the training needs of the local community.
2. To provide interested educational and professional groups and individuals with information regarding scope, content, methods and techniques of Food Service preparatory instruction.
3. To provide local school administrators and boards of education with information that may assist them in selecting and planning occupational preparation programs best suited to the needs of their students.

INTRODUCTION

Food Service instructors throughout the state have recognized the need for a model curriculum.

During 1974, an attempt has been made to assemble all elements of the instructional system essential for successful teaching. The instructional system as identified here is composed of a needs assessment of occupational opportunities available in Food Services in Vermont. From this information a group of selected occupations have been analyzed for skill content and translated in to the curriculum content.

The elements of the following documents consist of two types of forms -- a five column sheet designed for students and other interested persons and a three column sheet for instructor use.

The five column sheet includes the following information. The CONCEPT STATEMENT gives the student the reason why the unit is necessary. The BEHAVIORAL OBJECTIVE clearly states what the student will be required to know, do or feel after completion of the unit or sub-unit. The student will be able to meet the criteria of the behavioral objective after completing the SUGGESTED LEARNING ACTIVITIES. Organization of materials, supplies, reference books, and textbooks necessary for completion to the unit are given in the column of SUGGESTED TEACHER RESOURCE NEEDS. SUGGESTED EVALUATION for the unit or sub-unit is developed from the behavioral objective statement. However, the specific teacher measurement required to assess each skill in the unit is recorded on the three column sheet. Suggested sample lesson plans composed of three columns have been included for instructor use to be used with selected units in the curriculum. The OBJECTIVE is derived from the terminal behavioral objective found on the five column sheet. The LESSON OR UNIT PLAN consists of various methods and the sequence of instruction the teacher may use to present the materials contained in the objective. The BIBLIOGRAPHY OF MATERIAL RESOURCES includes those references and materials the instructor will need to prepare the unit lesson.

SUGGESTED USE OF CURRICULUM GUIDE

This curriculum guide covers basic information necessary to anyone working in the Food Service. It is suggested that the instructor expand and support this curriculum with other areas of instruction as needed to meet the needs of the students and the community in which he/she is employed.

The units or sub-units of study are not necessarily in sequential order; following orientation and basic units, the remaining units can be taught in an order that meets the needs of the student group.

SUGGESTED CLASSROOM GUIDE

The student must be orientated in a manner to respect and understand the Food Service profession. They must recognize that today it is no longer enough just to be proficient in cooking. Only by having a comprehensive knowledge can an individual hope to achieve advancement and prestige in the foods industry. The student must be acquainted with exactly what Food Service consists of, the various kinds of food operations, the trends in the business, both current and future, and the understanding of the many positions in the food business, and the specific responsibilities associated with each one.

The units in this curriculum guide covers only the basic information used in the Food Service. It is recognized that the units can be expanded and other units may be added. It should also be remembered that the units in this curriculum guide are only suggested and may or may not be used in the order found.

Due to facilities and lab use planning, teachers must determine for themselves how to best organize and rotate students through the learning experience identified in this guide. The guide however does determine the measurable learning results that should be achieved no matter what organization pattern the teacher uses.

CO

The curriculum guide suggests many learning activities such as role playing, field trips, student demonstration, resource people, develop bulletin boards, research, educational games, and class discussions. Although not written in details in the guide, there are additional methods that could be suggested here. Place students in area restaurants for a given time to work during class time. Make it a four day week and on the fifth day have class discussion on what they have learned. During the week the teacher will visit the restaurants and observe students. Initiate interschool catering and pay students to come in after school to work. Take over a restaurant for a day, maybe three times during the year, having student serve to public. Take a trip to a food show to observe different types of food. Make up a graph to show lab dining room sales. Each teacher using the guide must determine the feasibility of using these methods to enhance student interest.

Development and Forecast for Food Service Occupations

There are few professions as important to society or as elevated culturally as the Food Service Worker. The food service industry must operate at the highest professional level- which means the most thorough training. The training of a Food Service Worker must not be merely routine with respect to repetitive tasks, but must achieve real competency of all aspects of the profession. The food service industry reflects its importance to the national economy through the vast number of persons who work in the various kinds of food service/lodging operations.

'Nearly 3.3 million people work in food service outlets. The food service industry may have more total outlets and workers than any other single kind of business in the U.S.A. Projected survey data indicate that food service is available in more than 367,000 establishments throughout the country/public eating places accounted for 93% of the total number of establishments.'*

Food service is a difficult and pressing business. Too often the Food Service Worker has assumed that mood and temperament variations were acceptable. However to provide leadership and develop a team approach does not allow for this dubious privilege. Food Service Workers should be of even temperament and disposition. It is said the "speed of the leader is the speed of the team." This refers not only to physical activity but to mental outlook and attitude.

A person in this occupational area must be of good physical and mental health and posses great stamina. Long hours, hard work and great responsibility demands no less than excellent health.

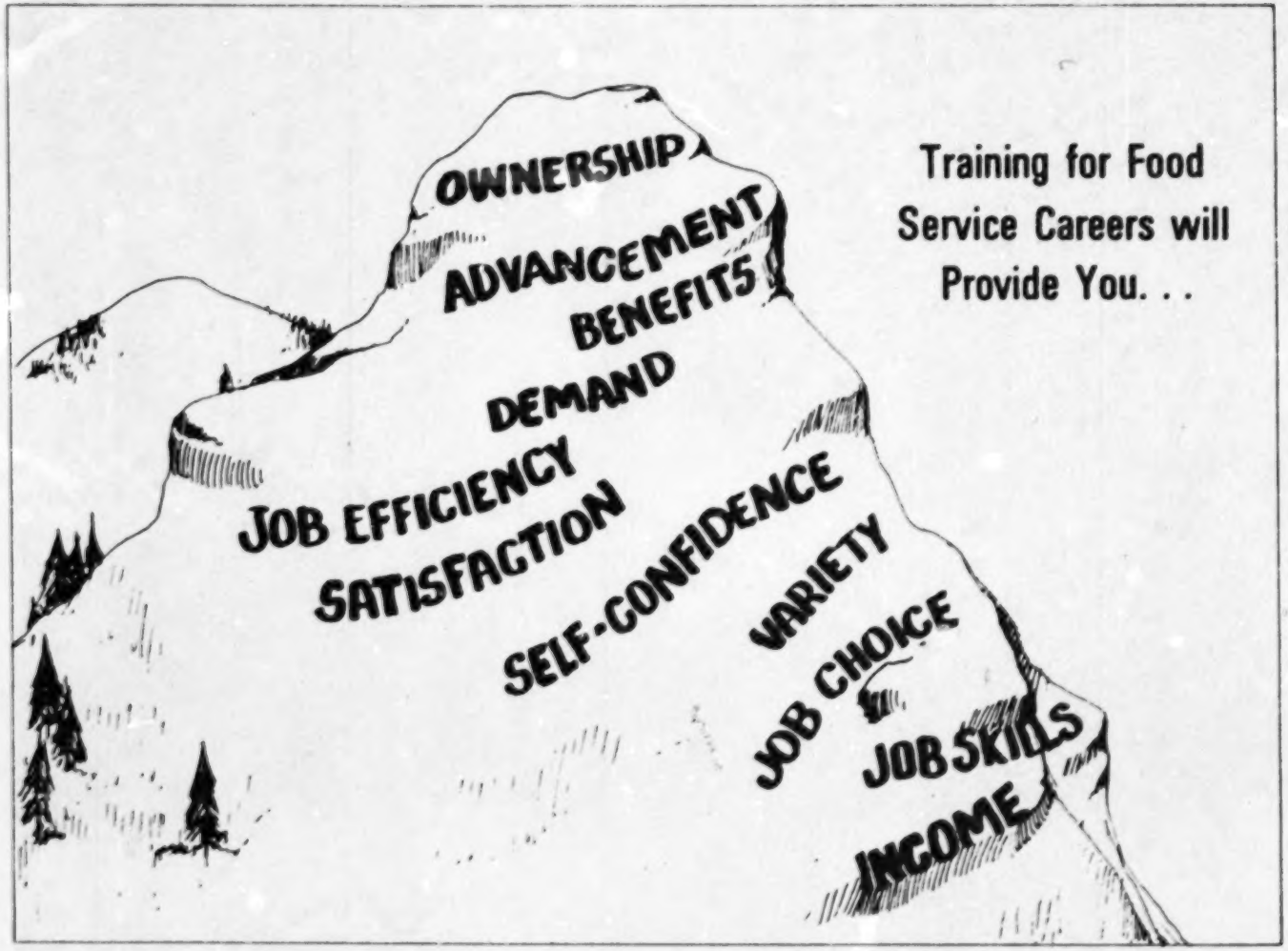
His knowledge and ability does not come overnight. Experience is a great teacher. Good training is of extreme importance, but it becomes valuable only when supplemented by actual experience. This means hard work on the job.

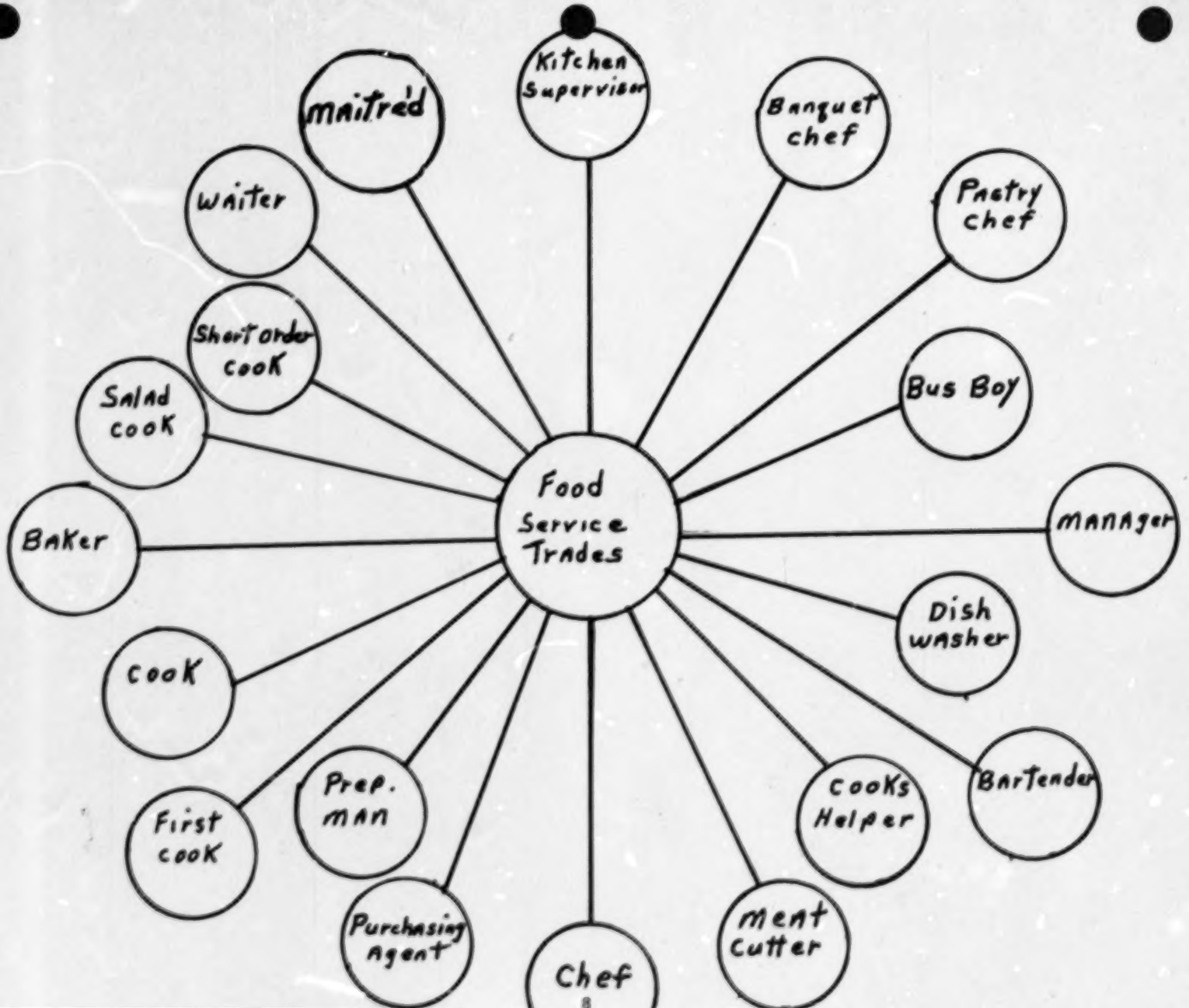
There are many positions available in the food service trades. Each position is vital to the total success of the operation and they have their own degree of importance and respect which is gained only through dedication and knowledge of the position.

* Introduction To Professional Food Service.

PROGRAM CLUSTER

First Cook		Dishwasher
Bartender	Kitchen Supervisor	Cooks' Helper
Baker	or	Cook
Meat Cutter	Chef	Salad Cook
Pastry Chef		Waiter


Training for Food
Service Careers will
Provide You. . .
OWNERSHIP
ADVANCEMENT
BENEFITS
DEMAND
JOB EFFICIENCY
SATISFACTION
SELF-CONFIDENCE
VARIETY
JOB CHOICE
JOB SKILLS
INCOME


Food Service Trades
Kitchen Supervisor
Banquet chef
Pastry chef
Bus Boy
Manager
Dish washer
Bartender
Cooks Helper
Meat Cutter
Chef
Purchasing Agent
Prep. man
First cook
Cook
Baker
Salad cook
Short order cook
Waiter
Maitre'd

SKILL ANALYSIS CHART FOR:

FOOD SERVICE TRADES

R= REQUIRED
O= OPTIONAL

OCCUPATION D.O.T. NUMBER	Equipment facility knowledge	Operation of equipment and facility	Personal hygiene	Sanitation	Facility clean up	Hand equipment	Weights and measures	Measuring devices	Recipe knowledge and food cost	Menu planning	Record keeping	Food serving	Basic cooking	Purchasing and receiving	Breakfast cooking	Salad making	Vegetable cooking	Cuts of Meat	Desserts	Fast foods	Soups	Meat and Poultry	Breads	Table Service	Sauces	Fish cookery	Mixology
Dishwasher 318 887	R	R	R	R	R	R						O														
Waiter 311 878	R	R	R	R	R	R			O	R	R	O				O		O	O					R	O		
Cooks helper 317 781	R	R	R	R	R	R	R	R	O			R	R		O	O	O	O		O	O	O			O	O	
Baker 313 781	R	R	R	R	R	R	R	R	R	O	O		O	O					R				R				
Meat Cutter 316 884	R	R	R	R	R	R	R	R	R	R		R		O				R									
Bartender 312 878	R	R	R	R	R	O	R	R	R	R	R			R										R		R	
Pastry Chef 313 381	R	R	R	R	R	R	R	R	R	R	R		O	R					R				R				
Salad cook 317 884	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	O				O			O	O	
First cook 315 381	R	R	R	R	R	R	R	R	R	R	R	O	R	R	O	R	R	R	R	R	R	R	R	O	R	R	
Cook (short order) 314 381	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	O	R	R	R		O	R	R	
Kitchen supervisor 310 130	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	

UNITS OF STUDY

I. VICA
II. Equipment facility terminology
III. Operation of equipment and facility
IV. Personal Hygiene
V. Sanitation
VI. Basic cooking
VII. Facility clean up
VIII. Hand equipment
IX. Fast food (sandwich)
X. Breadfast cooking
XI. Food serving
XII. Recipe knowledge and food cost
XIII. Weights and measuring devices
XIV. Salad making
XV. [illegible]
XVI. Cuts of meat
XVII. Vegetable cookery
XVIII. Meat-poultry cookery
XIX. Fish cookery
XX. Sauces
XXI. Menu planning
XXII. Table service
XXIII. Record keeping
XXIV. Purchasing and receiving
XXV. Desserts
XXVI. Mixology
XXVII. Breads

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

FOOD SERVICE

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACITIVITES	TEACHER RESOURCES NEEDS	SUGGESTED EVULATION
Unit I V.I.C.A. One should have an understanding of the process of decision-making. 1. Recognize the need to make decisions. 2. Understand possible alternatives. 3. Understand probable consequences. 4. Understand varying factors of influence. 5. Make a tentative choice. 6. Take action. 7. Evaluation. VICA is a volunteer youth organization for students in vocational programs. Students may derive experience in leadership, character building, proper work attitudes and interpersonal relationships.	Given the proper instruction on decision making through the 7 step process the student should be able to write a short statement describing reasons for joining or not joining VICA.	List the pro's and con's on paper and make a decision. Watch film. Discuss organization including emblem. Use a resource person, student member.	Instructor will head discussion on decision making using the 7 step process. VICA banner VICA emblem Leader handbook Craftmanship/leadership handout Film-	Write essay.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. List the 7 steps in decision making process B. Give reasons for joining or not joining V.I.C.A.	Lead discussion on the 7 step process. Show film on VICA. Discuss organization. Demonstrate emblem and it's meaning. Discuss leadership, character building proper work attitudes and interpersonal relationships training offered by organizations.	Film on VICA. VICA banner VICA emblem Leader handbook Craftmanship/leadership worksheets

VICA - UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to name the purposes of the VICA organization. He should be able to write the VICA motto and VICA pledge from memory. He should be able to identify the symbols of the VICA emblem and tell what each represents. He should be able to write what each color of the VICA organization represents and the emphasis of the VICA creed. This knowledge will be evidenced by scoring 85% on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Name five (5) purposes of the VICA organization
2. Write from memory the VICA motto
3. Write from memory the VICA pledge
4. Name four (4) beliefs the VICA creed emphasizes
5. Identify the symbols of the VICA emblem and write what each symbol represents.

SUGGESTED ACTIVITIES

I. Instructor
   a. Provide students with objective sheet
   b. Provide students with information sheet
   c. Make transparency
   d. Discuss terminal and specific objectives
   e. Discuss information sheets
   f. Give test

II. Student
   a. Read objective sheet
   b. Study information sheet
   c. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit:
   a. Objective test
   b. Information sheets
   c. Transparency master - symbols of the VICA emblem
   d. Test
   e. Answers to test

II. Reference
   a. Official Guide, VICA

VICA -UNIT I

INFORMATION SHEET

I. PURPOSES OF THE VICA ORGANIZATION

a. To unite in a common bond all students enrolled in trade and industrial education.
b. To develop leadership abilities through participation in educational, vocational, civic, recreational and social activities.
c. To foster a deep respect for the DIGNITY OF WORK.
d. To assist students in establishing realistic vocational goals.
e. To help students attain a purposeful life.
f. To create enthusiasm for learning.
g. To promote high standards in trade ethics, workmanship, scholarship and safety.
h. To develop the ability of students to plan together, organize and carry out worthy activities and projects through use of the democratic process.
i. To foster a wholesome understanding of the functions of labor and management oraganizations and a recognition of their mutual interdependence.
j. To create among students, faculty members, patrons of the school, and persons in business and labor a sincere interest in and esteem for trade, industrial and technical education.
k. To develop patriotism through a knowledge of out Nation's heritage and the practice of democracy.

II. VICA motto - "Preparing for leadership in the World of Work"

III. VICA pledge - "UPON MY HONOR, I pledge

a. To prepare myself by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers.
b. To base my expectations of reward on the solid foundation of service.
c. To honor and respect my vocation in such a way as to bring repute to myself.
d. And further, to spare no effort in upholding the ideals of the Vocational Industrial Clubs of America."

IV. VICA creed emphasizes a belief in:

a. The dignity of work
b. The American way of life
c. Education
d. Fair play
e. Satisfaction achieved by good work
f. High moral and spiritual standards

V. Colors of the VICA emblem

a. Red and white - represent the individual states and clubs
b. Blue - represents the common union of the states and clubs
c. Gold - represents the individual

VI. Symbols of the VICA emblem

a. Shield - represents patriotism
b. Torch - represents knowledge
c. Orbital circles - represents technology
d. Gear - represents the industrial society
e. Hands - represent youth
f. VICA - represents Vocational Industrial Clubs of America

SYMBOLS OF THE VICA EMBLEM

Rings or orbital circles represent TECHNOLOGY

Torch represents KNOWLEDGE

Shield represents PATRIOTISM

Hands represent YOUTH

Gear represents the INDUSTRIAL SOCIETY

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

VICA - UNIT I

TEST

1. Name the purposes of the VICA organization.

   a.
   b.
   c.
   d.
   e.

2. Write the VICA motto.

3. Write the VICA pledge.

   UPON MY HONOR, I pledge
   a. To prepare myself -

   b. To base my expectations -

   c. To honor and respect -

   d. And further -

4. Name four (4) beliefs the VICA creed emphasizes.

   a.

   b.

   c.

(Test Con't)

5. Write what each color of the VICA organization represents.

   a. Red and white -

   b. Blue -

   c. Gold -

6. The VICA symbols represent:

   a. Rings or orbital circles -

   b. Shield -

   c. Torch -

   d. Hands -

   e. Gear -

   f. VICA -

VICA - UNIT I

ANSWERS TO TEST

1. Any five (5) of the following:

   a. To unite in a common bond all students enrolled in trade and industrial education.
   b. To develop leadership abilities through participation in educational, vocational, civic, recreational and social activities.
   c. To foster a deep respect for the DIGNITY OF WORK.
   d. To assist students in establishing realistic vocational goals.
   e. To help students attain a purposeful life.
   f. To create enthusiasm for learning.
   g. To promote high standards in trade ethics, workmanship, scholarship and safety.
   h. To develop students ability to plan together, organize and carry out worthy activities and projects through the use of the democratic process.
   i. To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence.
   j. To create among students, faculty members, patrons of the school, and persons in business and labor a sincere interest in and esteem for trade, industrial and technical education.
   k. To develop patriotism through a knowledge of out Nation's heritage and the practice of DEMOCRACY.

2. VICA motto - Preparing for leadership in the World of Work.

3. VICA pledge - UPON MY HONOR, I pledge

   a. To prepare myself - by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers.
   b. To base my expectations - of reward upon the solid foundation of service.
   c. To honor and respect - my vocation in such a way as to bring repute to myself.
   d. And further - to spare no effort in upholding the ideals of the Vocational Industrial Clubs of America.

(ANSWERS TO TEST CON'T)

4. Any four (4) of the following:

   a. The dignity of work.
   b. The American way of life.
   c. Education
   d. Fair play
   e. Satisfaction achieved by good work.
   f. High moral and spiritual standards.

5. a. Red and white - individual states and clubs.
   b. Blue - common union of the states and clubs.
   c. Gold - the individual.

6. a. Orbital circles - technology
   b. Shield - patriotism
   c. Torch - knowledge
   d. Hands - youth
   e. Gear - Industrial Society
   f. VICA - Vocational Industrial Clubs of America.

EQUIPMENT FACILITY TERMINOLOGY

27

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit II Equipment-Facility-Terminology Any person dealing with expensive food equipment must know names and terminology associated with this equipment. Safety is a must in food service.	Each student when asked to name and describe the use of any food service lab equipment or stations, will respond with 100% accuracy.	Devise a list of equipment terminology and safety rules in food service. Discuss all equipment: names, safety, and uses. Participate in tour of lab facilities given by teacher. Field trip to view operation of local food service facilities. Class will discuss field trip observations comparing local food service facilities with lab facilities. Write a review on safety and equipment of lab facilities. Participate in Kitchen Catcher game	Explain information on equipment terminology and safety. Explain information for lab facility tour. Arrange field trip. Hand out Kitchen Catcher game and explain rules: 1. Find words listed in scrambled letters. 2. Words may be spelled backwards, diagonally, horizontally, or vertically	Participation in class. Written review.

OBJECTIVE	LESSON UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Identify and name the equipment using terminology in lab. B. Describe safety rules for lab.	Present equipment terminology and safety rules. Lead class discussion on equipment, safety, and uses. Give a tour of lab facilities showing all equipment by name and explain food service stations. Explain field trip and what to look for in the local food service facilities. Lead class discussion following field trip observations. Explain format for students written review on safety and equipment of lab facilities. Use Kitchen Catcher game	The Professional Chef pp. 8-10 Introduction to Professional Food Service pp. 30-41

KITCHEN CATCHER GAME

F R O T A N E G I N F E R N E O

E I G E E E W D R E D N E L B C

G M R C A T S S A L G R B E L L

G O I O E S M R E H S A W F Q O

B P G A N A P K I N T J P I H C

E B P U P O T H O L D E R N T K

A O R M M T O O T H P I C K O R

T W E I R E P P I L F K S X L E

E L T X E S I C S B P O T H C T

R K T E L E P H O N E O O K E S

S R A R T A P A O S E C V B L I

I O L H T O L C T S U D E R B N

N F P H E A R E C U A S O O A A

K O O B K O O C U P L E W O T C

R E N A E L C M U U C A V M W C

F R Y P A N E V O H C T U D O G

Bell
Blender
Bowl
Broom
Canister
Cat
Clock
Cookbook
Cookie jar
Cup
Dish
Dog
Dust cloth
Dutch oven
Egg beater
Flipper
Fork
Fry pan
Glass
Iron
Kettle
Key
Knife
Mixer
Mop
Mug
Napkin
Platter
Pot
Pot holder
Recipe
Refrigerator
Saucer
Sink
Soap
Spatula
Spoon
Stove
Table
Tablecloth
Tap
Teapot
Telephone
Toaster
Toothpick
Towel
Vacuum cleaner
Washer
Wooden spoon

30

AND FACILITY

EQUIPMENT

13
UNIT III

OPERATION OF

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit III Operation of equipment and Facility				
All food service people must be able to locate and operate food service equipment in an effective manner that is accepted in the food service industry.	Each student will describe the reasons for safety rules, and how to apply them, to all equipment and lab stations in the food service facilities. This will include description of all types of potential fires and how to extinguish them.	Student will recieve a check list on operation and safety of each piece of equipment in lab. Class will review check list with teacher. Observe teacher demonstrations, operating each piece of lab equipment recording each procedure on check list. Student will demonstrate and explain to class, one or more pieces of food service equipment. Class will receive information on food service stations. Student will identify the use and location of food service stations in the school lab facility when requested. Class will receive and record information on the three classes of fire and how to extinguish. Students will practice a fire drill in the class room.	Check list on operation and safety of equipment. Prepare lab equipment for demonstration on operations. Explain information on fires and how to extinguish. Create a simulated fire problem.	Check list on safety. Student demonstration. Oral review of student identification of food service stations. Critique of individual class participation in fire drill.

13.1

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Operation of equipment and Facility (cont.)		Student will solve one or more simulated fires in lab. Student will write a short report on fire and safety from information received in class. Task orientated small groups to research and demonstrate simulated classes of fires.		Review simulated fire problems. Written report on fire.

OBJECTIVE	LESSON UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Identify the use and location of food service stations. B. Use lab equipment safely. C. Describe the classes of fire and explain how to extinguish. D. Explain and describe a fire drill.	Make up check list on operation and safety of each piece of lab equipment. Lead review of check list with class. Demonstrate operating each piece of lab equipment. Observe student demonstration of equipment. Prepare information of food service stations. Evaluate student identification of foods service stations. Present information on the classes of fire and how to extinguish each. Explain fire drill procedures in the Food Service Operations. Create simulated fire problem and evaluate student responses. Review student report on fire and safety. Divide into task oriented small group and allow class time to complete teacher assignment.	The Professional Chef pp. 10-12 Introduction to Professional Food Service pp. 15-44

PERSONAL HYGIENE

Headband and Hair Net

Conservative Makeup

Hair Up Off Collar

Clean Uniform

Clean Underclothes

Clean Apron

Clean Hose

Polished
Arch-Supporting
Shoes

Clean White Cap

Clean Shaven

Clean Undershirt

Clean White Shirt

Clean Underclothes

Clean White Trousers

Clean White Socks

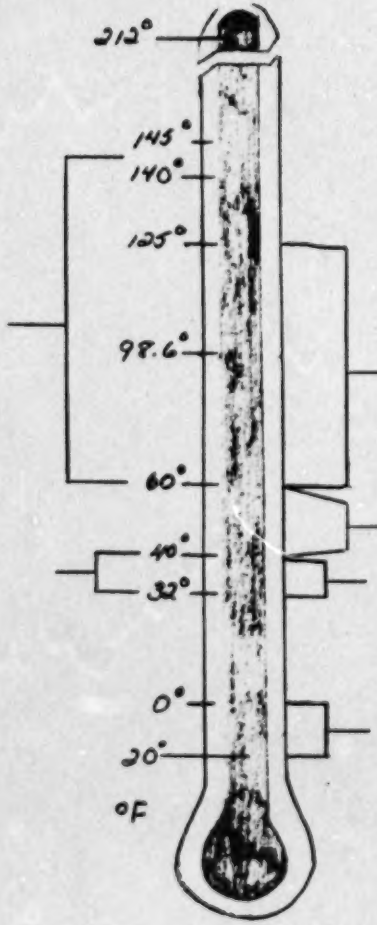
Neatly Polished Shoes

J. Proper uniform for the well-groomed worker

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit IV Personal Hygiene The importance of personal hygiene cannot be over emphasized. The professional food service employee must eat, sleep, and live personal hygiene. All workers must make it their own responsibility to maintain personal hygiene.	Student will maintain personal hygiene by following his personal check list of rules.	Class will make a check list of rules on personal hygiene from hand out sheet given by teacher. Student will evaluate a volunteer class member using personal hygiene check list. Each student will devise a personal hygiene list and follow. It will be reviewed by teacher four times a year. Class will make up a bulletin board on hygiene as a class project.	Prepare hand out sheet on personal hygiene. Assemble resources for bulletin board.	Review check list on personal hygiene. Critique individual participation in class project.

OBJECTIVE	LESSON UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Explain the rules of Personal Hygiene. B. Wash hands after visiting restroom. C. Wear clean uniform. D. Keep hands from face.	Explain handout sheet of rules on Personal Hygiene. Make up sample check list on rules of personal hygiene. Review personal hygiene list with each student. Assemble and give students resources for bulletin board and show samples of what is prefered. Dress in proper food service uniform - describe appearance to students.	The Professional Chef pp. 4-8 Introduction to Professional Food Service pg. 29

SANITATION



TEMPERATURE FOR FOOD POISONING

REFRIGERATE FOODS RAPIDLY THROUGH THIS RANGE TO MINIMINIZE SPOILAGE BY BACTERIA

BODY TEMPERATURE
RAPID GROWTH AND TOXINS PRODUCED
ORDINARY ROOM TEMPERATURES

KEEP TEMPERATURE IN THIS RANGE TO REDUCE SPOILAGE BY BACTERIA

SOME BACTERIAL GROWTH

BACTERIAL GROWTH SLOWED DOWN

KEEP FROZEN FOODS IN THIS RANGE

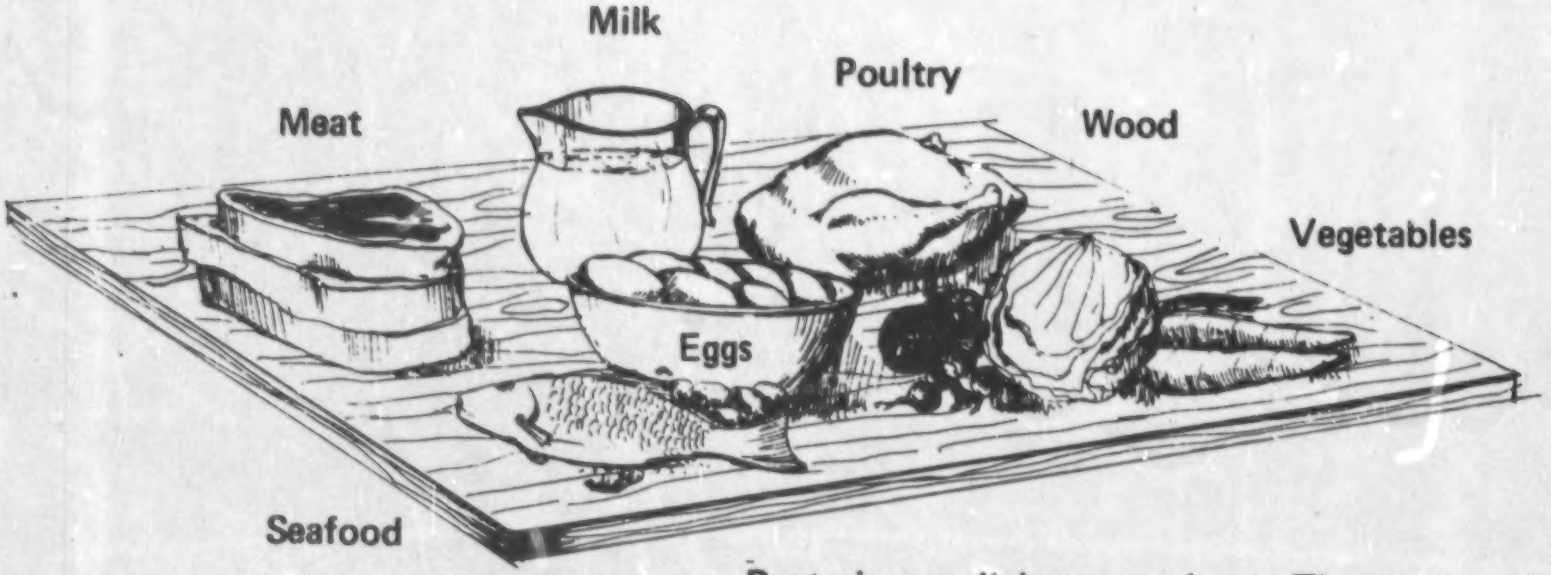
SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit V Sanitation It is important to know the basic rules of sanitation and prevention used in the food service industry. One must know and detect all food poisoning and related food born illnesses.	Student will prepare a written report stating the steps and rules involved in preserving sanitation of foods and cleaning of equipment to the teacher's standards.	The class will receive from teacher an information sheet on the types of food poisoning and sanitation. Class will discuss details of food poisoning and sanitation. Following text assignment, class will write food poisoning symptoms and how to prevent food poisoning. Class will compose a set of rules on sanitation and post in classroom. Class will write a report on results of talk by reource person in health (Health Inspector) on sanitation and cleaning of equipment. Students will write a list of steps in cleaning lab equipment and practicing these steps daily, recognizing the instructor will review periodically all year. Student will receive a test on information given by teacher and resource person in health sanitation and cleaning of equipment.	Provide information sheet on food poisoning and sanitation. Select text assignments on symptoms of food poisoning. Invite resource person in health (Health Inspector). Provide necessary equipment to develop either Video Tape or sound on slide production, and instruction to develope. Supplies information relating to: a. food storage temperatures b. food storage methods c. food holding temperatures d. equipment cleaning method	Critique student practice on cleaning equipment. Written test on sanitation.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITES	TEACHER RESOURCES NEEDS	SUGGESTED EVULATION
Sanitation (cont.)		Task oriented small group to prepare: Video tape or sound on slide of food sanitation or equipment sanitation.		

OBJECTIVE	LESSON UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Explain food poisonings and describe their symptoms. B. Explain the rules of prevention against food poisoning. C. Have a neat working area. D. Explain when, and when not to use soap in cleaning. E. Can describe proper food storage temperatures. F. Use proper techniques and safety.	Prepare sheet on types of food poisoning and sanitation. Lead class discussion on food poisoning and sanitation. Assign text reading on food poisoning symptoms and how to prevent. Review written set of rules on sanitation composed by class. Give written test. Explain resource person and what to listen for also explain that a written report will be required after talk from resource person. Provide instruction and allow time to prepare presentation.	The Professional Chef pp. 4-8 Introduction to Professional Food Service pp. 29-30

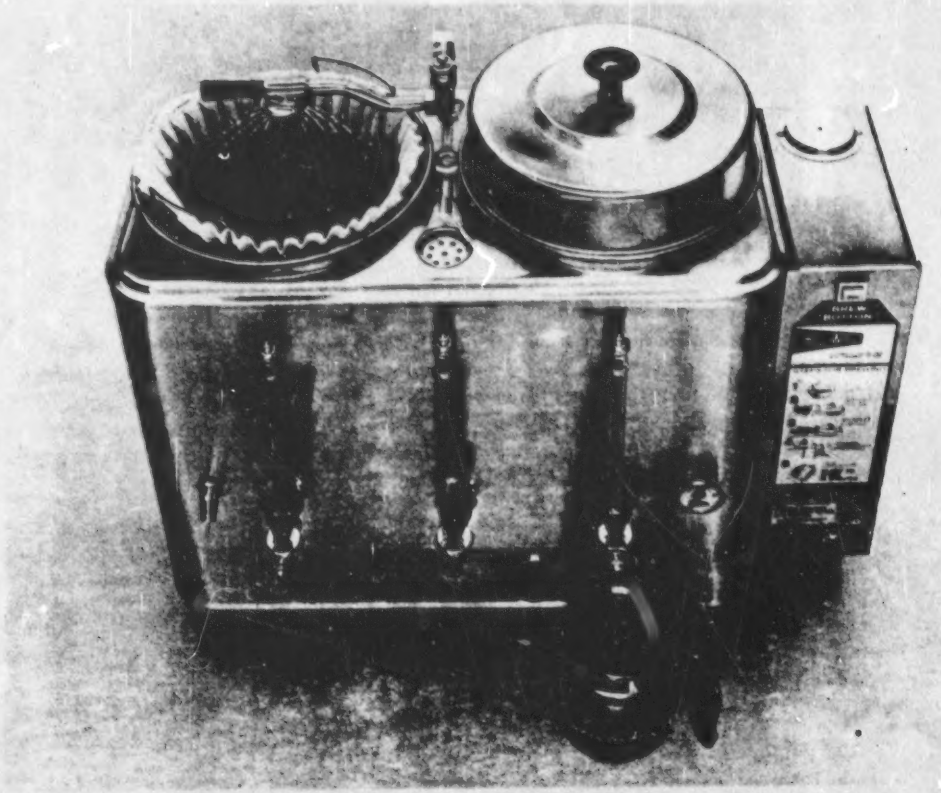
HAND OUT SHEET

Food



Bacteria are living organisms. They require food that supplies protein and vitamins to build their body cells

BASIC COOKING

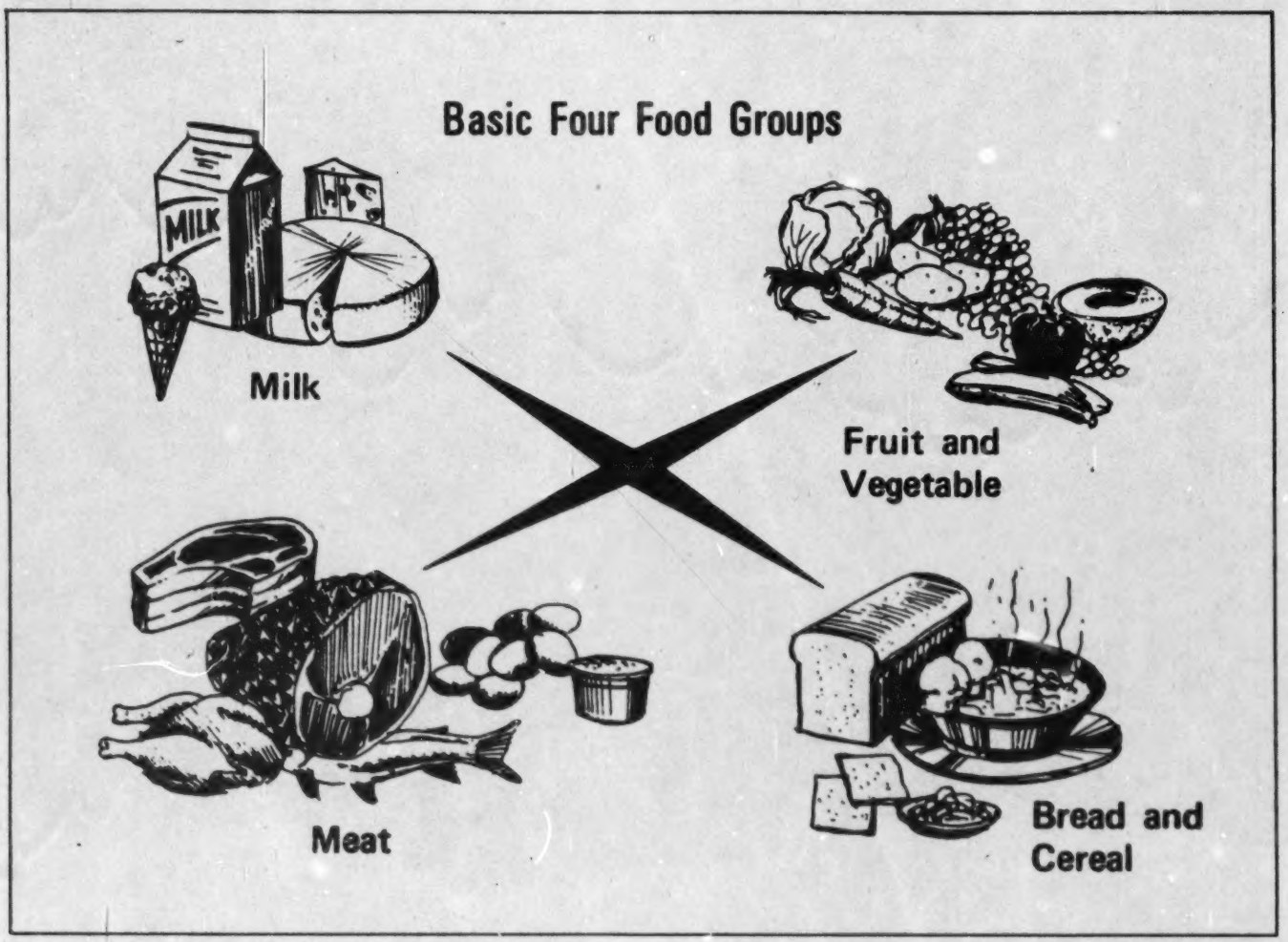


SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit VI Basic Cooking Be able to preform basic required jobs in a kitchen operation that are needed for future advancement in the cooking profession. Basic Cooking = 1. Coffee Making 2. Cooking of canned foods 3. Basic cooking methods	Each class member will perform any given basic job in the lab using the list of rules, steps and methods given by teacher.	Class will observe teacher in making coffee and write a list of steps and rules. A member of the class will be asked to make coffee and explain the steps and rules required. As requested the student will be assigned to make coffee. Students will compose a list of terminology and meaning as well as methods for basic cooking, discussing these in class. Class will write a series of cooking methods and relate these to different types of food and discuss results. Class will observe teacher demonstration on various types of food preparation and proper methods. All member of class will practice one or more methods of cooling in lab and explain their results to class. Each student will be assigned to practice all methods of cooking through out the program.	Purchase coffee for demonstration and practice. Review texts on terminology and methods in basic cooking. Purchase foods for demonstration in methods of basic cooking. Prepare either type of vocabulary cards preferred.	Evaluate coffee making. Student oral participation in class. Critique of student assignments.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITES	TEACHER RESOURCES NEEDS	SUGGESTED EVULATION
Basic Cooking (cont.)		Use of: Vocabulary cards or picture vocabulary cards.		

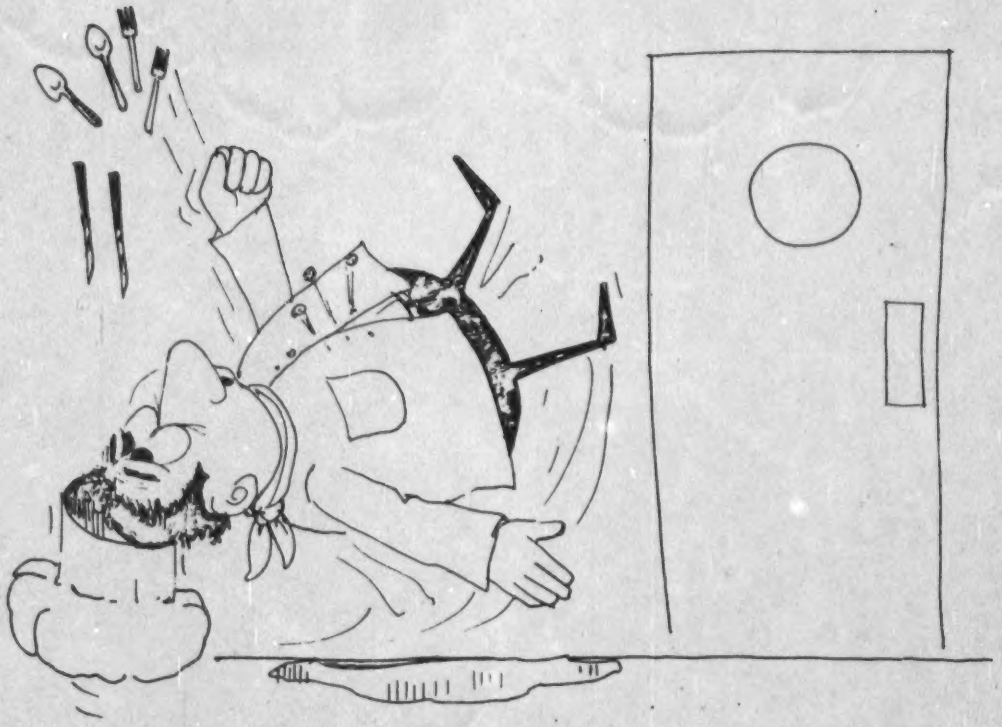
OBJECTIVE	LESSON UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Describe basic cooking methods and proper terminology. B. Explain various types of food preparation. C. Make coffee following set of steps. D. Relate all types of food to methods of preparation.	Demonstrate making coffee and explain steps and rules to follow. Observe students making coffee. Explain terminology and methods used in basic cooking, compare methods with different types of food. Lead class discussion on methods. Demonstrate various types of food. Observe students performing selected basic cooking task in lab. Use vocabulary cards. (flash cards)	The Professional Chef

16.3


Basic Four Food Groups
MILK
Milk
Fruit and
Vegetable
Meat
Bread and
Cereal

FACILITY

CLEAN UP



If You Spill It, You Wipe It Up

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit VII Facility Clean Up Clean up is an important part of the food service operation. It deals with both sanitation and pride in the working area. Facility clean up is expected of every one in the food service.	When assigned task of cleaning lab facilities, and using the set of rules on sanitation and clean up given by teacher, each student will be able to clean lab to satisfaction of teacher.	Class will receive a list of rules, composed by the instructor, dealing with lab clean-up. The class will compose a list of daily jobs and area to clean. Record demonstration by instructor of lab equipment clean-up techniques in note book. Referring to notes on clean-up where necessary students will clean one or more stations and equipment. Each student when asked will inspect lab for cleanliness using steps and rules provided in note book. Student will receive a test on clean up rules and procedure.	Supply list of rules dealing with lab clean-up. Purchase cleaning supplies for demonstration and class assignments.	Review of notes. Written test.

OBJECTIVE	LESSON UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Use proper techniques and safety in cleaning facility. B. Use teacher's standards in cleaning working area. C. Follow job clean-up list.	Present list of rules dealing with lab clean-up. Lead class discussion on daily jobs required in lab clean up and how clean-up schedule works. Demonstrate cleaning of lab equipment. Observe students clean-up of lab equipment and lab stations. Demonstrate how to inspect lab and explain requirements. Written test on clean up rules and procedures.	Introduction to Professional Food Service pp. 33-41 The Professional Chef pp. 4-8

HAND OUT SHEET

Sweep up with broom and dustpan.

Use damp paper towel for splinters.

Take Care of Broken Glass Properly

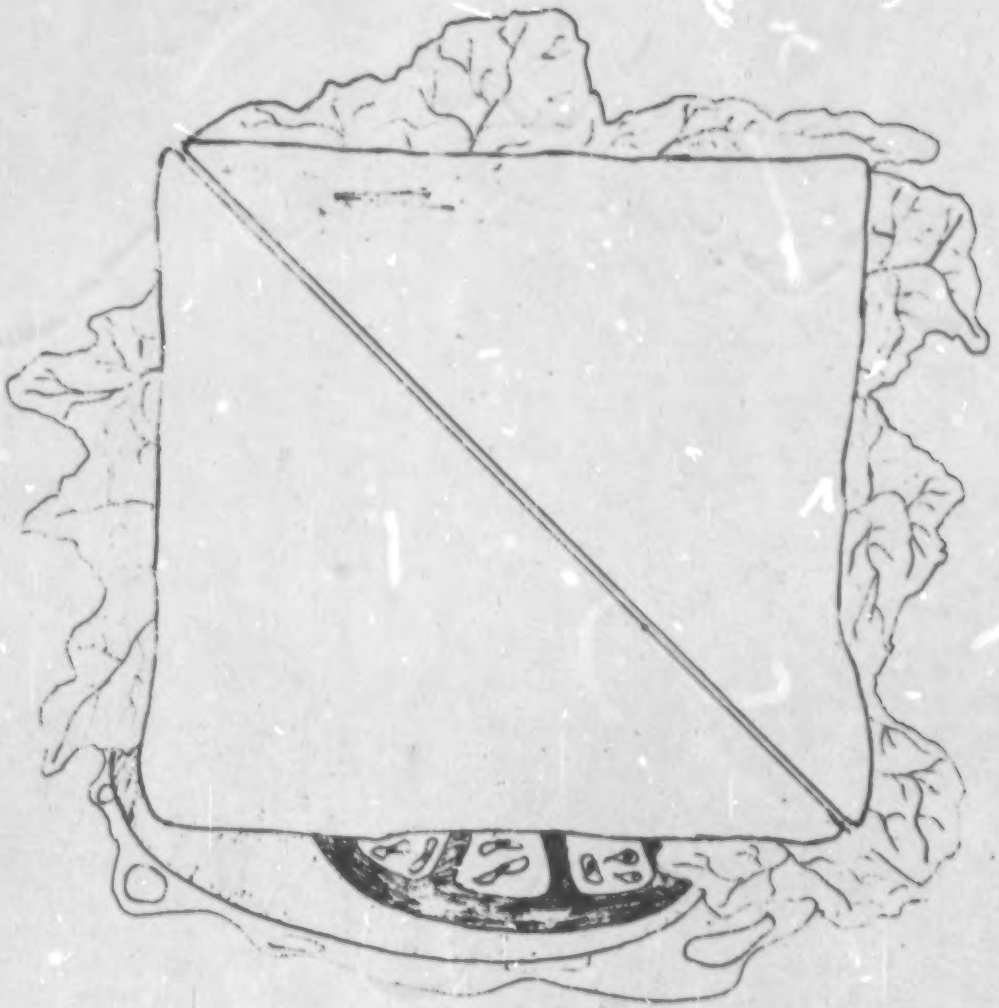
17.3

HAND EQUIPMENT

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit VIII Hand Equipment The importance of development in hand equipment use is essential in the learning of the food service trade. Hand equipment must be treated with as much respect as large equipment, knowing safety and terminology is important.	Student will identify and use all hand equipment in food lab using the safety standard and method of teacher	Common hand tools will be presented and described by instructor. The class will compose and record a list of all hand tools used in the food service lab. Student will identify, when presented by teacher, each hand tool using their notes and sight. Students will tour lab and locate one or more pieces of equipment by name without notes. Students will record uses and procedures of all food service hand equipment as demonstrated by teacher. Dividing class into four groups, practice the use of all the hand tools as assigned by teacher. View slide presentation on hand equipment indentification.	Assemble a cart with all hand tools used in lab. Provide materials for hand tool practice. Prepare slides to use both as lesson on identification and as timed test.	Critique student participation on identifying hand tools. Evaluate student use of hand tools. Timed slide identification test.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Identify all hand tools and explain the use of each. B. Use hand tools applying safety rules provided: a. Knives b. Other hand tools C. Follow steps in cleaning hand tools and proper storage: a. Knives b. Other hand tools	Name and explain the use of each piece of hand tool equipment in lab. Show and describe all hand tools to be identified by class. Conduct tour of lab showing the location of all hand equipment. Demonstrate the use of all hand equipment explaining the rules of safety and sanitation. Observe the use of hand tools by students. Conduct slide presentation on hand tool identification.	The Professional Chef pp. 8-10 How to Master the Tools of Your Trade

FAST FOOD



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UNIT IX

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit IX Fast Food (Sandwich) To prepare cold and hot food in a fast and efficient manner. A fast food operation is about 80% to 90% preparation and 10% to 20% cooking or make up of the final product.	When assigned fast food items, they will be prepared using the methods and steps given by teacher to the teacher's satisfaction	Class will participate in a field trip to a fast food operation and will discuss what they observed. From a hand out sheet student will write name and uses of all equipment used in fast food service. Class project will be to produce a job description for a short order cook. Given a list of the types of food prepared in the fast food service by teacher, record in notebook. Class will record in notebook the procedures for making the various types of food made in fast food service as given by teacher. Following notes, student will observe demonstration on fast food given by teacher. Student will have class assignment in fast food that he or she will perform and be checked by teacher.	Arrange fast foods operation field trip. Prepare hand out sheet of fast foods equipment list. Provide forms and references for student job description sheets. Develop a list of foods prepared and techniques in fast food. Purchase food for demonstration and student use of fast foods. Provide list of names and methods in preparing sandwiches.	Check performance of lab assignment. Evaluate student's oral discussion participation.

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITES :	TEACHER RESOURCES NEEDS	SUGGESTED EVULATION
Fast Food Sandwich (cont.)		Names and methods of preparing sandwiches will be recorded in note book for future use in lab. Oral discussion on fast food derived from class and lab activities.		

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Provide a description of all types of food prepared in fast food service. B. Explain methods of preparing sandwiches. C. Name all equipment used in fast food service. D. Prepare fast food items following steps.	Explain field trip to fast food operation and what to observe and types of questions to ask. Lead class discussion on review of field trip to fast food operation. Prepare hand out sheet on equipment used in fast food and explain each piece. Present information on job description of a short order cook. Provide a list of types of fast food prepared and explain the methods used. Demonstrate the preparation of fast food items. Observe student preparing fast food items using methods given. Lead oral discussion of lab activities in class.	

BREAKFAST COOKING

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit X Breakfast Cookery Breakfast cookery is an area that is too often overlooked. Knowledge of breakfast cookery involves a varied background in cooking. It includes meats, fish, potatoes, batters, eggs and preparation of fruits. When considering breakfast cooking in the food service one should remember the nutritional importance.	Following list of breakfast items, student will prepare all breakfast items with the standard method used by teacher.	Class will participate with instructor in a breakfast cookery. Students will receive and record a hand out sheet on grades and weight of eggs, which will include the uses of eggs used in breakfast cookery. Class will devise a list of all popular egg dish styles and the method of cooking each. Students will add a list of meats, commonly used in preparing for breakfast use and methods of preparation. Class will discuss and record in note book all other items cooked or served at breakfast 1. Pancakes 4. Pastries 2. Cereals 5. Fruits 3. Potatoes 6. Juices Using information discussed and recorded on preparing and cooking breakfast each student will complete a series of teacher given tasks. Working in task orientated small group. Field trip to Breakfast House. 20.1	Purchase food for participation in breakfast cookery. Provide hand out sheet for students on grades and weights of eggs including their uses. Select resource information assignment on popular egg dishes and meats used in breakfast cookery. Select topical information and appropriate text assignment for discussion on other items cooked or served for breakfast. Purchase food for preparing breakfast. Arrange field trip.	Critique class participation in breakfast cookery. Evaluate student in lab. Written test.

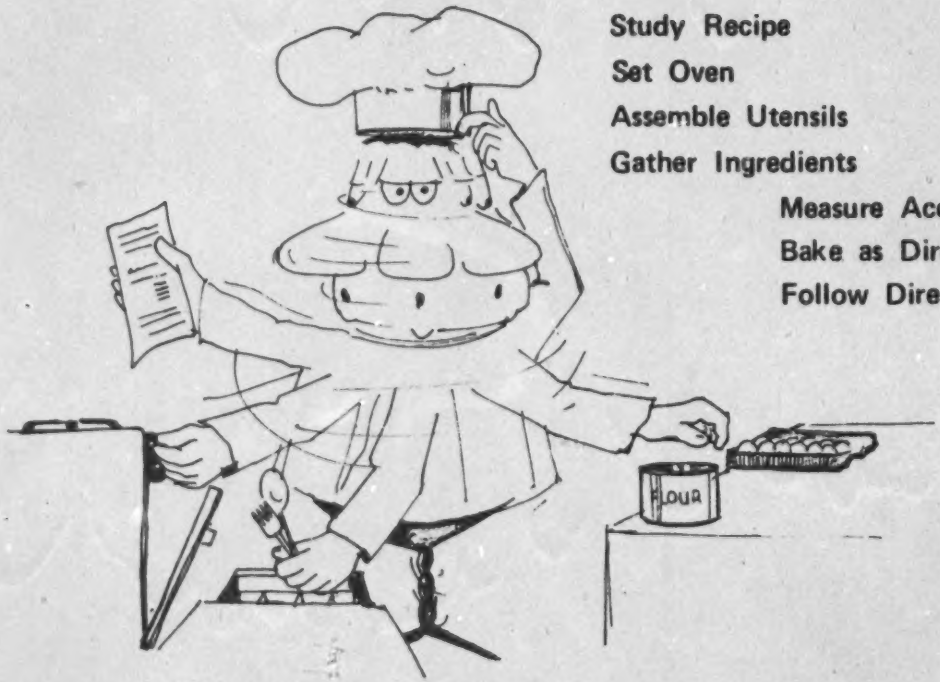
OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Explain the grades and weight of eggs. B. Describe and prepare popular egg dishes. C. Explain methods and techniques of serving selected breakfast items. D. Prepare selected breakfast items which will include meats.	Hand out sheet on grades and weight of eggs which will include their uses in breakfast cookery. Discuss all popular egg dish styles and the methods of cooking each. Explain other items served in breakfast cookery; meats, pancakes, cereals, potatoes, pastries, fruits and juices. Demonstrate a large selection of breakfast items and explain preparation and rules for each. Assign and observe students preparing selected breakfast items. Conduct field trip to breakfast house.	The Professional Chef pp. 18-22

SERVING

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XI Food Serving In serving food, the food server must be neat, clean, and have an eye for portions. He must try to make the plate attractive. Many times business is lost or gained by the serving of the food.	When serving any food item, the student will follow a list of rules on eye appeal, portion control, and neatness given by the instructor and accepted as standard in the food service industry.	Students will observe and discuss slides on meals served by former students. Students will diagram a serving line and explain why their choice of set-up. Teacher will review and lead discussion of student set-up. Students will compose and record an initial list of items and portions commonly served. Class will have a hands on practice in portion control using hand tools as aid. Students when called on by teacher, will portion some food by eye, weigh it and check against list. Student will review and up date notes on sanitation and personal hygiene pertaining to the importance of serving food. Student prepared bulletin board or talking bulletin board.	Provide slides on meals served by former students. Rulers and paper for diagram of serving line. Explain information for student list of items and portions commonly served. Have food available for class practice in portion control using hand tools. Supply materials for bulletin board such as: Pictures of Plate set-up using narrative or written description of a. portion control b. eye appeal c. garnish d. temperatures e. neatness f. texture and taste	Students evaluate each others diagrams. Evaluate student lab assignment. Check student's use weights of portion in lab serving.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCES
A. Choose the proper set up for serving food. B. Portion food commonly served, by eye and weight. C. Produce eye appeal and neatness when serving food.	Present slides of meals served by former students. Present sample diagram of serving line and explain different types used in the food services. Lead discussion on set up of serving lines. Demonstrate serving food and explain the importance of eye appeal, weight, and sanitation. Observe student serving food, checking for portions and neatness. Allow time to prepare either type of bulletin board.with instructional support.	The Professional Chef Introduction to Professional Food Service

Procedure for Using a Recipe



Study Recipe
Set Oven
Assemble Utensils
Gather Ingredients
Measure Accurately
Bake as Directed
Follow Directions

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XII Recipe Knowledge and Food Cost Knowledge of recipes is a very important part of the food service industry. It provides quality control and helps in food cost. Recipes may be converted to increase or decrease the yield. Food cost percentage profit varies in different eating establishments, depending on the type of operation. Your selling price is composed of food costs and portion.	Provided recipes, the student will perform the task of analyzing, converting and figuring all food costs with teacher accepted accuracy.	Student will receive and discuss with instructor, procedures used in following one or more recipes. Record recipe procedures in notebook. As a class project select three recipes, analyzing the steps to be taken in using the recipe. Review food cost sheet provided by instructor. Compute problems on food costs from instructor given problems. Class will review. Provided blackboard examples by instructor, convert one or more recipes, and figure cost of food.	Develop list of procedures used in following recipes. Provide recipes for analyzing steps. Provide food cost sheet. Create computation problems on food costs. Provide examples of recipe conversion and cost computation.	Review student participation in class project. Check problems on food cost. Written test.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Analyze and convert any given recipe. B. Complete food cost from recipe. C. Produce a finished food service product from a given recipe.	Present instruction on procedures used in following recipes and lead class discussion on procedures. Demonstrate steps in analyzing a recipe and explain reasons for doing so. Provide food cost sheet and explain how to figure food costs from recipe. Review problems computed by class on food cost. Provide example on how to convert a recipe and then demonstrate to students. Observe students converting one or more recipes and check for accuracy.	The Professional Chef pp. 12-13

WEIGHTS AND MEASURING DEVICES

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SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XIII Weights and Measuring Devices A person in the food service field must know the weights and measures table. A food service person is expected to use all measuring devices with 100% accuracy.	Students will be able to cite any weight or measure and utilize all measuring devices to acceptable food service industry standards, as interpreted by the instructor.	Provided a table of weights and measures, record standard abbreviation. Receive from instructor and solve weight conversion problems and discuss in class. Pick out and discuss all measuring devices from hand equipment list as appearing in note book. Students will demonstrate, use of one or more measuring devices in front of class. Class will review weights and measures.	Reproduce and hand out a table of weights and measures. Create weight conversion problems for students. Display measuring devices in lab for discussion and demonstration. Provide items to demonstrate and practice weights and measures.	Check weight conversion problems. Critique student demonstration in lab. Written test.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Site any weights and measuring devices and identify. B. Utilize weights and measures table. C. Use any given weights and measuring devices with 100% accuracy. D. Solve any given weight convertion problem.	Provide a table of weights and measures and standard abbreviations. Demonstrate how to convert weights and measures and discuss reasons why. Lead discussion on measuring devices taken from list of hand tools. Demonstate the following: 1. Use of measuring devices 2. Proper care and cleaning of devices 3. Location of all measuring devices Observe the use of all measuring devices by student. Written test on weights and measures.	Introduction to Professional Food Service The Professional Chef

Measuring 1/4 Cup Shortening
Water Displacement Method

Measure ¾ Cup Water

Add Shortening until
Water Reaches 1 Cup Line

Pour Off Water

NOTE: Be sure water covers shortening.

SALAD MAK-ING

UNIT	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION MEASURES
Unit XIV Salad Making Salads are too often neglected and take a minor role and do not receive proper attention. Salads should complement and high light a meal. A salad chef must display artistic talent.	Receiving a list and dressings the student will prepare all according to set of rules and procedures established be the teacher.	Class will receive, discuss and record a hand out sheet of salads, dressings, and their categories. Provide a list of the four basic parts of a salad. Discuss in class their importance. Students will list the techniques in making successful salads and dressings. Students will keep and record an on-going list of salad and dressing recipes given by teacher. From techniques and recipes recorded in note book, student will make two or more salads and dressings in lab, when requested by teacher.	Provide a hand out sheet of salads and dressings and categories with the four basic parts of a salad. Explain student list of techniques in salad and dressing preparation. Provide salad and dressing recipes. Provide food for salad and dressing making.	Check notebook. Evaluate students following direction in lab. Evaluate eye appeal, taste and accompanying dressing by teacher made check list.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Describe the four basic parts of a salad. B. Explain and apply the steps and techniques in making a successful salad and salad dressing. C. Use eye appeal, taste, and recipes in preparing selected salads and dressings.	Explain the list of salads and dressings and their categories, then lead a class discussion on the list. Discuss the four basic parts of a salad and their impotance. Discuss types of dressings. Provide salad recipes and explain the techniques used in making a successful salad. Provide dressing recipes, proper preparation techniques and importance of each. Demonstrate and observe performance at salad station. Lead class discussion on salads and dressings. Student will prepare selected salads and dressings.	The Professional Chef pp. 207-241

SAMPLE PROCEDURE SHEET

Unit

Salad Unit
Item - Bird of Paradise

Objective

Introduce basic salad making and the make-up of salads

Sub-objective

Use of saladequipment, and the purchasing and receiving of the food

Procedure

Step 1 - Gather raw materials together
Step 2 - Slice pineapple in half lengthwise
Step 3 - Hollow inside of pineapple out
Step 4 - Open and drain a jar of fruit cup
Step 5 - With pineapple make chicken head and color it with food coloring
Step 6 - Place drained fruit cup in hollowed portion of pineapple
Step 7 - Place chicken on the front of pineapple
Step 8 - Serve

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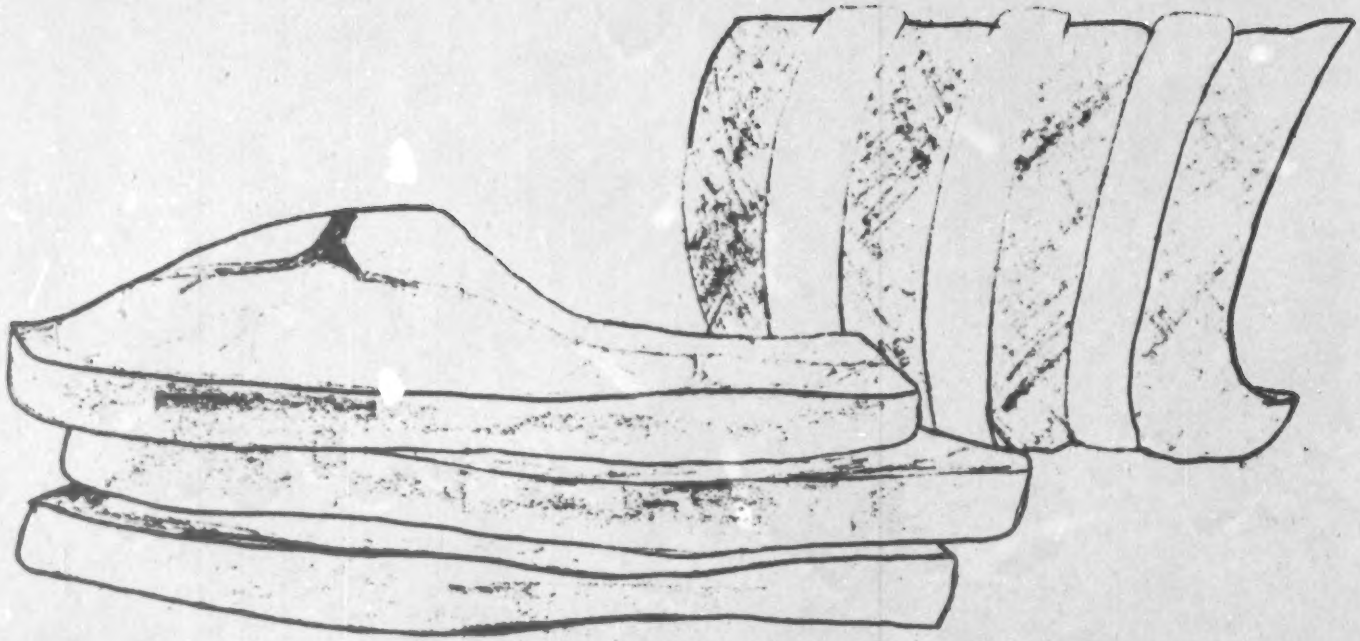
UNIT XV

SOUPS

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XV Soups Soups are an important part as they are appetizers and are served first. Many operations use canned soups but one should still learn how to make soup from recipe. Soup - a liquid food derived from meat, poultry, fish or vegetable.	When assigned the task of preparing soups, the student will refer to the list of techniques and methods used in soup making and will follow the standard recipes to meet instructor approval	Class will research what a stock is and the method used in cooking a stock. Teacher and students will discuss the important differences between stocks and soups. Students will devise a list of techniques and methods of soup cookery from recipes given by teacher. Class will discuss and record techniques and methods of soup cookery. Class will practice making one or more soups made from notebook recipes while observed by teacher. Class will observe a demonstration on cooking a canned soup. Take a practice quiz on canned soup and ways to enhance their flavor as demonstrated by teacher.	Assign readings in all stocks types and preparation. Provide recipes and techniques used in soup cookery. Purchase food for soup cookery demonstration and assignments.	Evaluate participation of class discussion. Critique student practice in lab. Oral quiz on canned soup.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Use the proper method in preparing a stock. B. Describe the differences between soups and stocks. C. Explain the techniques and methods used in soup cookery. D. Prepare selected soups using recipes.	Provide information for research on stocks and explain the different methods used in cooking. Lead class discussion on stocks and explain the difference between stocks and soups. Provide soups recipes and explain the techniques and methods used. Demonstrate the steps in making soup and explain the different categories of soup. Observe students making selected soups. Prepare Quiz on canned soups.	The Professional Chef pp. 247-277

CUTS OF MEAT



SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XVI Cuts of Meat Cuts of meat are essential to know as they relate to cooking, purchasing and pricing. The knowledge of the parts of the animal would help to understand the cuts of meat for proper use.	Given a meat chart, each student will locate name and describe all cuts of meat comparable to professional standards appearing on a meat chart provided by instructor.	Students will receive and review meat charts with cuts of meat. List in note book the names of meat cuts and location on carcass. Take a field trip to a super market or meat packing house observe different cuts of meat. Discuss field trip and compare with notes on meat cutting and location of cuts. Students will list beef grades given by teacher. Class will observe an instructor demonstration on meat cutting and write the steps. Task orientated small group used to practice meat cutting. As assigned by instructor. Take a practice oral quiz on meat cutting and carcass identification.	Select and reproduce a meat chart. Arrange field trip to super market or meat packing house. Explain beef grades for student list. Purchase meat for demonstration and class assignment.	Check notebook. Evaluate class discussion. Critique and grade lab assignment. Oral quiz on meat cutting.

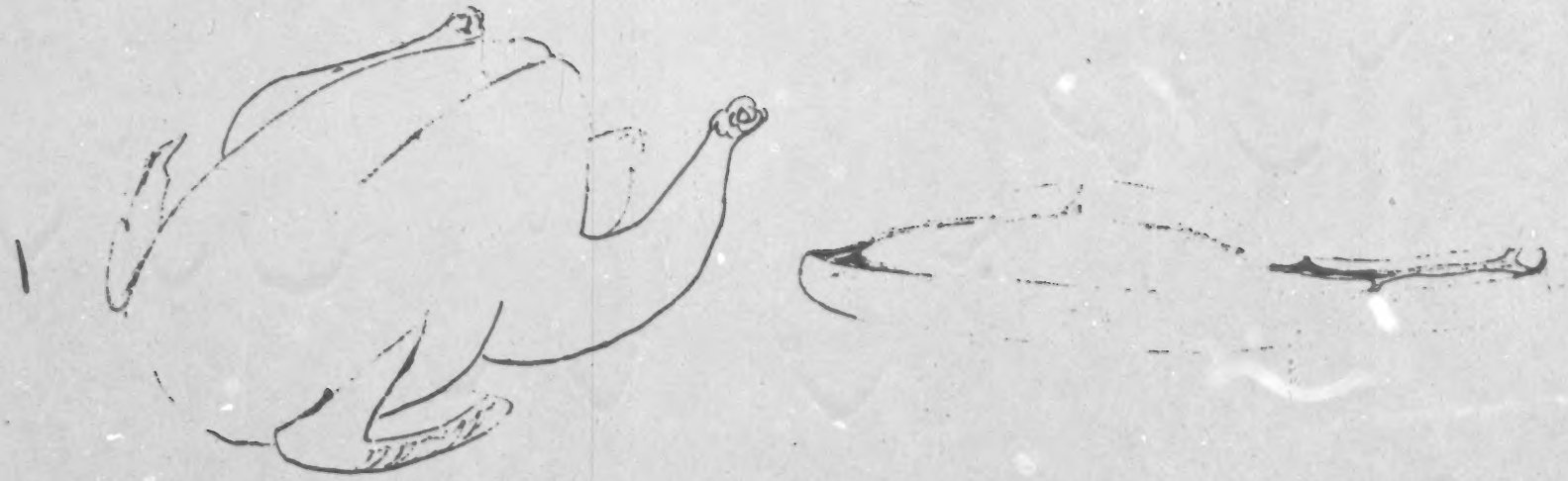
OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Name and locate cuts of meat on carcass. B. Explain the five grades of beef. C. Follow the steps in cutting meat.	Present meat chart and explain names of meat cuts and location on carcass. Explain field trip and thing to observe. Lead discussion on field trip and explain the five grades of beef. Demonstrate cutting meat and explain the rules of safety involved. Observe class in meat cutting durning Task orientated small group.	The Professional Chef pp. 48-50 The Meat We Eat Meat Buyer's Guide Introduction to Professional Food Service pp. 201-220

VEGETABLE COOKERY

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XVII Vegetable Cookery Many vegetables require cooking to bring out their individual flavors. Improper cooking destroys their flavor and causes them to be unappetizing. Vegetables are low in food cost and should be a profit maker.	Student will receive a list of vegetables and methods of cooking. From the list he will be required to prepare with taste, quality and appearance satisfactory to instructor.	Students will receive from instructor a list of techniques and methods in vegetable cookery. List all types of vegetable and determine proper cooking techniques. Following teacher demonstration each student will be asked to prepare one or more vegetable in lab and to explain the technique. A list of on going recipes used in class will be recorded in note book. Student assembled table display using vegetables in any form perferred. For indentification purposes: view teacher selected films related to vegetables and their cooking.	Provide list of techniques and methods in vegetable cookery. Purchase vegetable for demonstration and class assignment in vegetable cookery. Provide recipes on vegetable cookery. Provide vegetables for display. Select and preview films on vegetables and their cooking.	Review list of notes on vegetables. Evaluate student assignment in lab with check list.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCES
A. Describe all types of vegetables and determine proper cooking techniques. B. Follow recipes and steps in vegetable cookery C. Prepare selected vegetable with taste, quality, and appearance.	Present a list of vegetables and recipes along with the techniques and methods used in preparing. Lead class discussion comparing vegetables to the methods of cooking. Demonstrate methods of cooking selected and explain taste, appearance, and quality of each. Observe students in vegetable cookery. Project films.	The Professional Chef pp. 175-197

MEAT - POULTRY COOKERY



SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XVIII Meat-Poultry Cookery After the proper cut of meat or poultry is selected it is essential to use the proper technique for cooking.	When assigned a variety of meat cuts, the student will prepare all meats according to the methods and techniques as given by the teacher and reflecting all procedures indicated by the recipe.	Review charts of meats as contained in notebook. Record the methods of meat cookery as given by teacher. With the advice of instructor and using list of meat cuts compose previously identify the proper cooking method of all meat cuts. Review instructor provided list of techniques on poultry cookery. Discuss and compare meat cookery techniques verses poultry cookery techniques. Record a teacher given list of recipes on meat and poultry dishes. Practice meat and poultry cookery in lab when assigned by teacher using recipes from notebook. Sound on slide presentation of meat cuts and cooking methods.	Explain methods in meat cookery. Provide techniques and methods on poultry cookery. Hand out meat and poultry recipes. Purchase meat and poultry for assignment in cooking. Prepare sound on slide presentation containing: a. each basic cut of meat and poultry b. followed by selected cooking methods and why those methods are preferred.	Critique assignment in lab. Written test on meat and poultry.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Explain the methods and techniques used in meat and poultry cookery. B. Describe the differences between methods used in meat and poultry. C. Prepare popular meat and poultry dishes.	Conduct review of meat charts in class. Discuss recipes and methods of cooking meat and compare them with the cuts of meat. Discuss the variety of poultry and the method used in cooking each variety. Lead class discussion on meat and poultry cookery and compare the techniques and methods of each. Demonstrate and observe methods and cooking of popular meat and poultry dishes. Show sound on slide presentation.	The Professional Chef pp. 48-69, 95-121

FISH COOKERY

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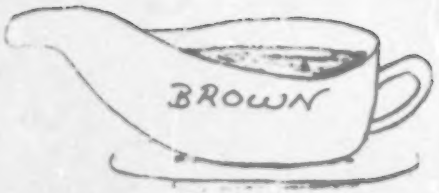
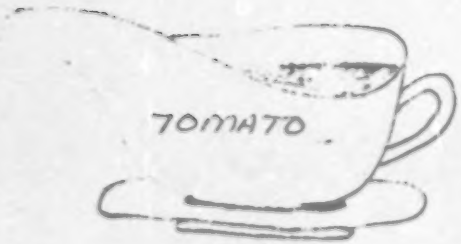
SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XIX Fish Cookery Fish is classified in two categories, fin fish and shell fish. Not all fish are suitable for all methods of preparation and the special qualities of each usually determine the method of cooking.	Each class member will identify the two categories of fish, evaluating the qualities of each and determine the proper method of preparation, according to the recipe and teacher instructions.	List and discuss in two categories all fin fish and shell fish and their differences. From list contained in note book derive and compare techniques used in fin fish and shell fish cookery. Students will discuss in class the techniques of fish cookery and preparation. Class will record an on-going list of recipes on fish cookery given by teacher. From notes and recipes students will prepare one or more fish dishes when assigned by teacher; these will be evaluated by class. Student will participate in team game.	Explain information on the two categories of fish and their differences. Hand out sheet of recipes on fish cookery. Purchase fish for assignment. Team game organization: a. divide into teams b. have captains to answer c. ask questions on material covered d. team with correct answer receives points.	Written test on fish categories. Critique student preparing fish dishes.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Explain the two categories, fin fish and shell fish and their differences. B. Describe methods and techniques used in fish cookery. C. Prepare selected fish dishes.	Discuss the two categories of fish and explain their differences. Explain a list of methods and techniques used in preparing fish and identify them with each fish. Lead class discussion on fish recipes and their methods of cooking. Demonstrate methods used in cooking popular fish dishes and observe student preformance. Describe rules of game and have students participate.	The Professional Chef pp. 127-169

SAUCES



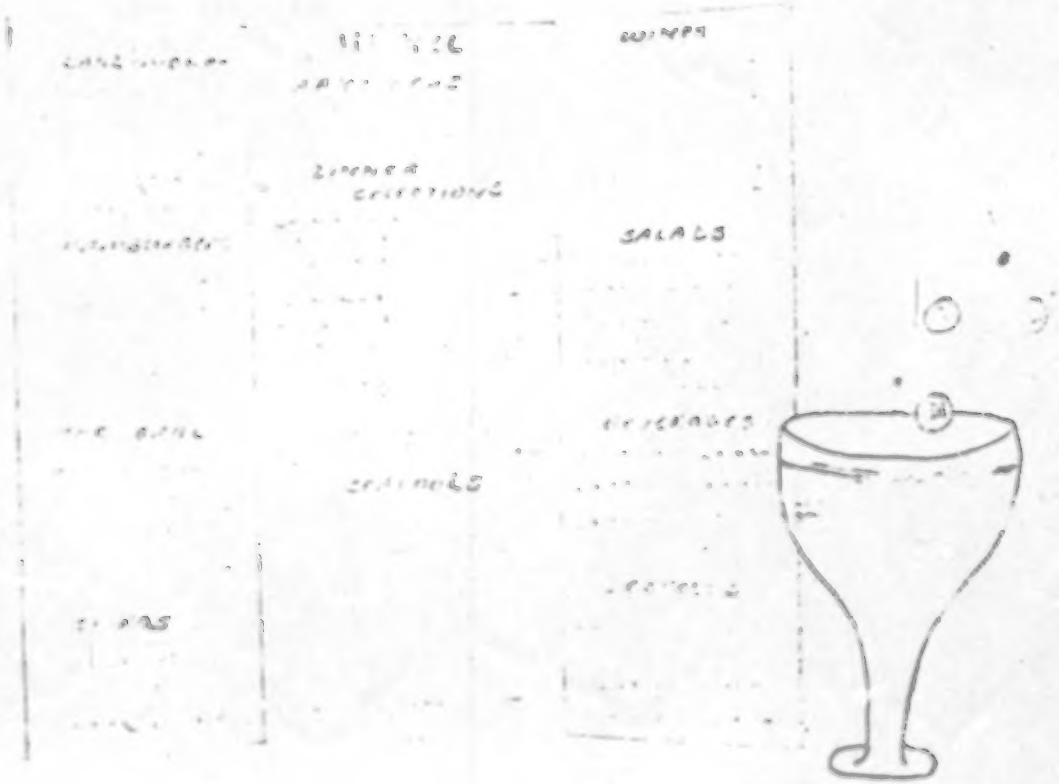


SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XX Sauces Sauces enhance the flavor and appearance of the food. Sauce making is an art when it comes to seasoning, texture, and appearance.	Given a list of rules and instruction on the preparation of sauces, the student will prepare all sauces according to acceptable standards of teacher.	Students will receive a list of the five leading sauces from instructor. With instructor aid, class will list under each sauce the popular variation of sauces derived from the original. Class will review from notes the procedure of making stocks. Students will receive and discuss a hand out sheet on thickening agents. Relate proper thickening agents with sauces. Students will record an ongoing list of recipes of sauces. Following teacher demonstration of sauce making, each student will practice one or more sauces and explain to class their procedures. Following demonstration, notes, and recipes - class will review and discuss the techniques used in making sauces. 30.1	Provide list of the five leading sauces taken from text. Provide hand out sheet on thickening agents. Provide recipes of sauces. Purchase food needed for demonstration and practice of sauces.	Evaluate student participation in lab assignment. Written test on sauces.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Describe the five leading sauces and the popular variations derived from the original. B. Describe the proper thickening agents with sauces. C. Prepare the five leading sauces.	Present and explain the leading sauces and discuss the variations derived from each. Explain the following: 1. Methods of making sauces 2. Thickening agents used in sauces 3. Different recipes used 4. Taste, Texture and appearance of each sauce Lead class discussion on sauces and demonstrate the make up of each. Observe student preparation of sauces. Teacher lead review of sauces. Written test on sauces.	The Professional Chef pp. 279-291

PLANNING

MENU 84



SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XXI Menu Planning Menu planning is important to all food service people as it is a selling card. Menu Planning - color, variety of food, quality, preparation, taste, and availability.	Each student will plan and write a menu using a list of terminology and standard rules used in the food service trade.	Class will receive a list of types of menus and terminology used in making menus. Discuss terminology and types of menus in class. Compare and write the view points of customer, management, and sales in planning menus. Teacher will aid student to devise a list of synonyms or words to describe food on menu. Using notes, students will plan one or more types of menus and in a report justify your procedure. Reports will be discussed by class. Class will receive a list of rules for analyzing the sale of items on menu. When assigned, each student will analyze lab menu sales of items as previously produced, and record results. Student will compile an on going library of menus in food service operations.	Compose list of types of menus and terminology used in menus. Select and explain list of synonyms or words from text to describe food on menu. Compose a list of rules for analyzing the sale of items on menu. Supply lab menu to be analyzed. Will provide space for menu library.	Review notebook. Evaluate student assignment and report on menu planning. Critique student assignment on analyzing class menus. Written test.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCES
A. Explain the view points of the customer, management, and sales in planning menus. B. Explain terminology and types of menus. C. Analyze any given menu to the standard of the establishment. D. Prepare one or more types of menus.	Present a list of menu terminology and lead discussion in class. Explain view points of customer, management, and sales in planning menus. Discuss synonyms or words to describe food items. Demonstrate how to make up a menu. Explain student assignment of menu report. Describe the methods used in analyzing a menu. Observe student analyzing menus. Discuss need for menu library.	Introduction to Professional Food Service pp. 119-151

TABLE — SERVICE

Courtesy "May I fill your cup sir?"

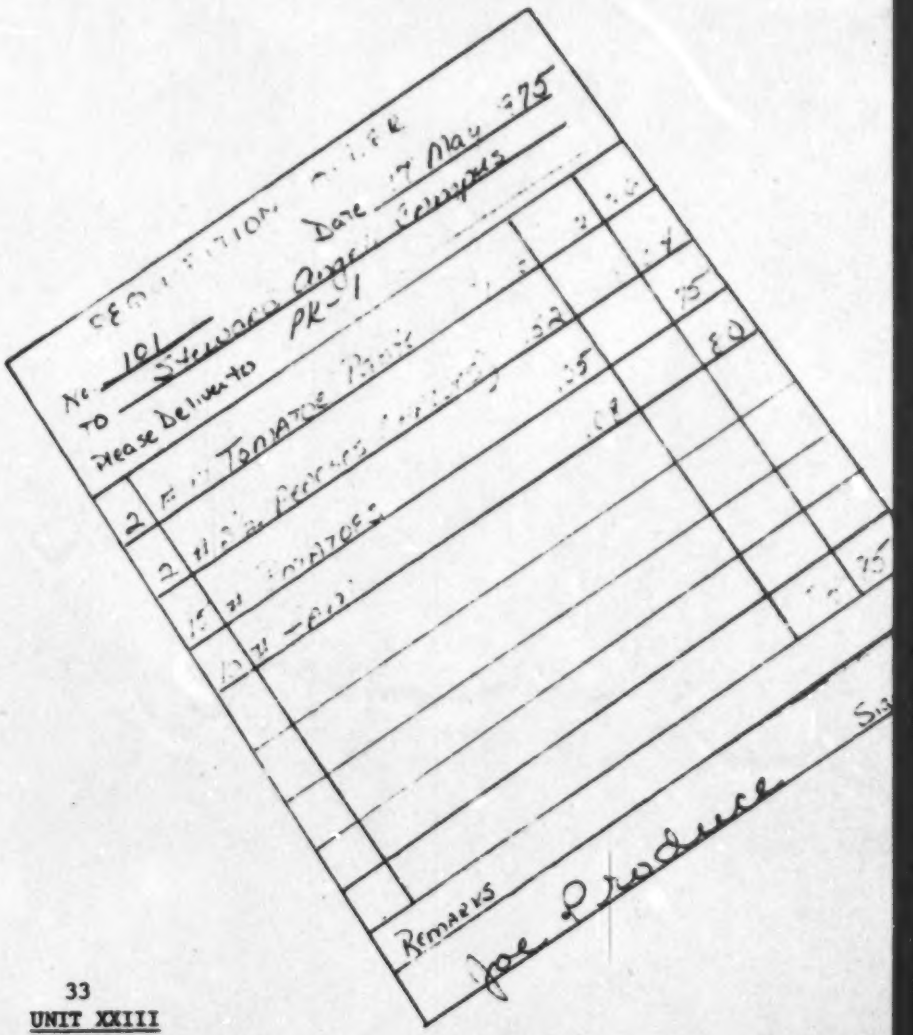
SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XXII Table Service Correct table set up and service is important as a good meal can be ruined by incorrect table service. All personnel should know table service as it will help to recognize all workers' responsibility to the customer.	Given a standard accepted by the food service trade and teacher, the student will perform all tasks assigned in table service.	Following table setting description provided by teacher, diagram a table setting and label each item. Practice setting a table and be evaluated by teacher. List of rules to follow in table service given by teacher. Role play table service using the list of rules critiqued by class and teacher. Provided a hand out sheet on dining room job titles and responsibilities, the class will discuss all details. Students will receive and discuss with teacher one or more types of guest checks used in the dining room. Using teacher given procedure, students will practice writing guest checks and discuss. View film on table service	Provide diagram of a table setting. Supply equipment for table setting practice. Explain a list of rules in table service. Hand out sheet on dining room job titles and responsibilities. Provide guest checks for discussion and practice in class. Select and preview films on table service.	Evaluate student setting a table. Critique participation of each student role playing table service. Check student assignment of writing guest checks.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Describe a full table setting and explain where each item is placed. B. Use rules while performing table service. C. Write one or more types of guest checks with 100% accuracy.	Describe a table setting with a sample diagram. Demonstrate setting a table. Explain list of rules of table service. Observe role playing table service. Lead class discussion on details of job titles and responsibilities. Demonstrate and discuss the use of guest checks used in dining room. Observe student writing guest checks. Observe film on table service.	Good Table Service Introduction to Professional Food Service pg. 221

RECORD

KEEPING

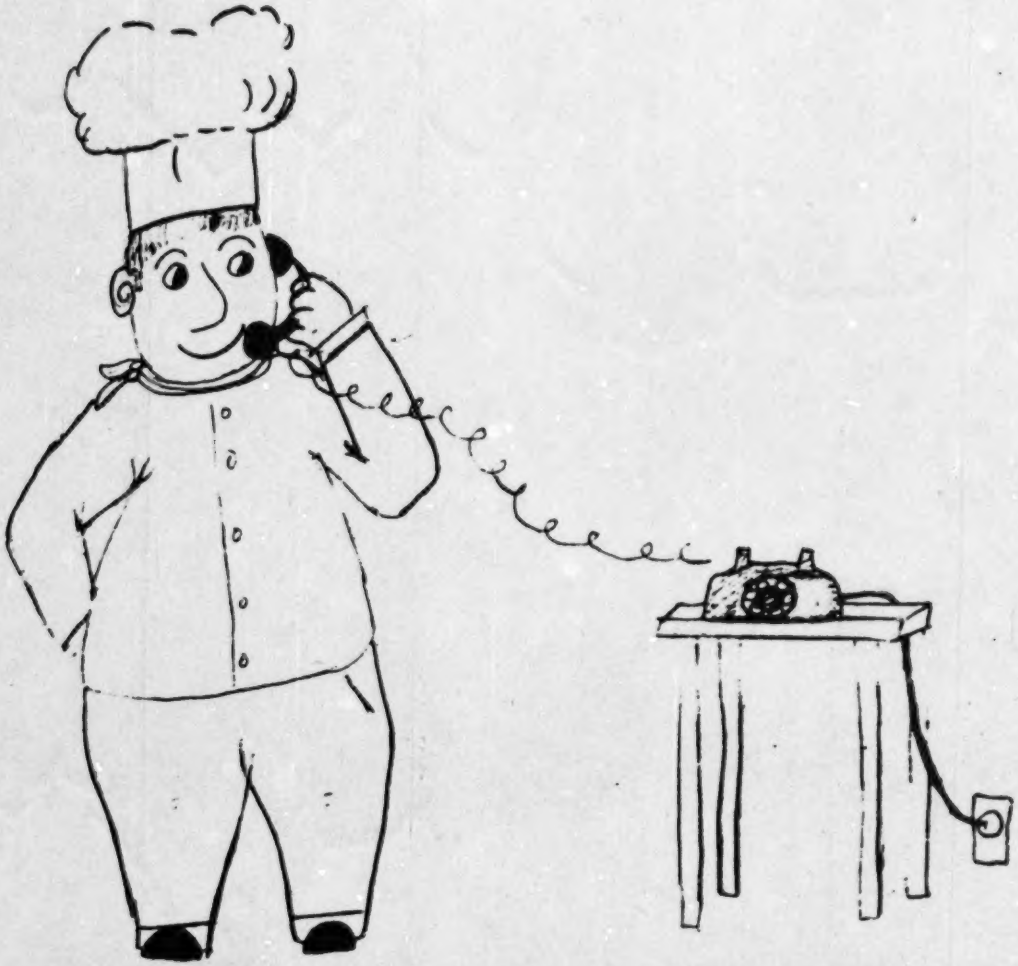
100



SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XXIII Record Keeping A set of records will help to analyze, the operation and keep it up to date. The type of record keeping will depend on the size of the operation. Various recordkeeping processes should be explored.	By using standard forms found in the food operation, each student will participate in an assignment to keep the set of lab records with 100% accuracy.	Observe record-keeping on a field trip to a large food service operation. Identify all forms used by workers. Students will simulate filling out food workers forms. Class will develop a set of forms to use in record-keeping in our food operation. Each student will be assigned a week to keep the lab records during the program. The records will be evaluated by teachers. Each student will be assigned and evaluated for one week on record-keeping for the food service program. Listen to guest speaker on food service record-keeping.	Arrange field trip to large food service operation. Provide sample food worker forms. Purchase recordkeeping forms. Arrange for guest speaker who is envolved in food service record keeping. (advisory board member may be of help)	Critique student's record forms. Evaluate student's recordkeeping of lab.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Use standard forms found in food operations. B. Keep lab records with 100% accuracy. C. Identify the proper forms used in different type operation.	Describe forms used in recordkeeping for all parts of the food service. Demonstrate the procedures for filling out forms used in the food service operations. Explain field trip; to the food service operation and what to observe. Discuss types of forms to be used in lab. Observe students keeping lab records. Introduce guest speaker. Conduct Socratic Small group discussion	Introduction to Professional Food Service pp. 85-100

AND RECEIVING



SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XXIV Purchasing and Receiving Purchasing is done from your menu, records and inventory purchasing is important as you are dealing with money and food. Critical concern for over or under spending is vital. Receiving should be done with some form of standardized technique. It is essential to check weight and count all food received and then find the proper plane for storage.	Provided a set of teacher given rules and standard procedures, students will purchase and receive all food used in lab and be evaluated against rules and procedures by the instructor.	Students will observe method and procedure used by teacher in purchasing food for lab. Class will compose a list of rules to follow and record in notebook. Class will take a field trip to a local super market, vegetable supplier and a whole saler, recording purchasing and receiving methods used. Students will record the results of talk from resource person (saleman) on different techniques of purchasing. Students will devise a check list of rules for receiving food. Applying rules student will receive food for program. Written test on purchasing and receiving.	Arrange field trip to local super market, vegetable supplier and/or wholesaler. Invite resource person (salesman).	Critique student's procedures on purchasing and receiving. Written test on purchasing and receiving.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Describe the procedures and techniques used in purchasing and receiving. B. Use rules and perform the task of purchasing and receiving.	Explain rules and methods used in purchasing. Explain field trip and resource person that will be used in class on purchasing. Lead class discussion on field trip and resource person and the different types of techniques used. Discuss the rules to follow in receiving food and the proper method for storage. Present a list of temperatures for different foods. Observe student purchasing and receiving. Written test on purchasing and receiving. Introduce resource person. (salesman)	Introduction to Professional Food Service pp. 85-100

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UNIT XXV

DESSERTS

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XXV **Dessert** Desserts are a large profit item, the number and kinds of desserts prepared depend upon the type of operation. Dramatizing desserts is important to increasing profits.	From a list of desserts and recipes devised in class, the student will prepare desserts with appearance and taste accepted by the standard of teacher.	Class will devise a list of terms and glossary used in desserts. Students will record an on going list of types of desserts by name and recipe. Class will observe demonstration on one or more desserts and discuss in class. Assigned to dessert station students will have hands on practice in making desserts. Research on different kinds of desserts collecting recipes and pictures. Students will observe a talking picture board made by instructor. Student will create a picture bulletin of various desserts.	Provide terms and glossary from text to aid student list. Explain names and recipes for student list. Purchase food for demonstration and class assignments in desserts. Provide texts for research on desserts. Teacher will prepare a narritive tape to coinside with numbered pictures on board explaining: a. eye appeal and garnish b. category c. neatness d. taste e. proper serving technique	Evaluate lab assignment on desserts. Review student research and collection of recipes and pictures.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Identify selected desserts. B. Describe the methods and techniques used in preparing selected desserts. C. Prepare selected desserts.	Discuss desserts and the terminology used. Provide recipes and names of desserts in class. Demonstrate selected desserts and explain the taste and appearance of each. Provide information for research of different kinds of desserts. Observe students making selected desserts. Provide direction for student made bulletin board. or Allow time for students to observe talking bulletin board.	The Baker's Manual The Professional Chef

MIXOLOGY

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XXVI Mixology Mixology is a study of mixing Alcoholic drinks. Not all operations in the food service include mixology. There is a great deal of profit in selling Alcoholic drinks.	Given bar equipment and cocktail recipes, the student will organize a bar and prepare drinks according to professional standard as interpreted by the instructor.	Become familar with content of (Old Mr. Boston) mixology book. Using text students devise a glossary used in mixology. From instructor demonstration and text, record recipes of drinks taken from text. A list of equipment and each uses will be identified discussed, and recorded in notebook. Class will help teacher simulate a bar set-up (using color water in liquor bottles). Students will observe teacher using bar equipment. Students will role play customer-bartender transaction in mixing drinks two at a time with class observing. An oral review will be taken.	Provide text in mixology. Provide recipes for drinks. Supply bar equipment. Supply bottles for bar set-up. Purchase condiments used in mixology.	Review notes on mixology. Critique student role playing. Oral or written test on mixology.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Explain the use of all bar equipment. B. Use proper names and terminology in mixology. C. Perform the task of mixing selected drinks using bar equipment.	Present student text and explain contents. Simulate a bar set up (using colored water). Explain all bar equipment and its uses. Demonstrate recipes and mixing drinks. Observe students role playing customer-bartender transactions. Review and evaluate oral responses to unit questions.	Old Mr. Boston

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UNIT XXVII

SKILL-CONCEPT-VALUE	BEHAVIORAL OBJECTIVE	SUGGESTED LEARNING ACTIVITIES	TEACHER RESOURCES NEEDS	SUGGESTED EVALUATION
Unit XXVII Breads Bread is one of the most essential products made by bakers. It is a nutritious food obtained at a low cost and an essential part of the daily human food requirement. In addition to standard breads there are specialty breads and rolls have special eye appeal and flavor.	Given the set of rules and steps in bread baking, the student will make bread using the basic techniques and methods to the instructor's satisfaction.	Field trip to a local bakery and observe and record techniques in bread making. Class will record a list of rules from class discussion in handling yeast and making dough for bread. Class will record the steps in bread make-up. In small groups class will make bread (with aid of teacher). Final product will be graded. Class will keep a list of recipes for all types of breads and will be assigned to make each during program. Film strip on bread.	Arrange field trip to bakery. Provide recipes for bread. Purchase items needed in bread making. Preview and select film on bread.	Critique student participation in bread making. Evaluate lab assignment. Written test on bread making.

OBJECTIVE	LESSON OR UNIT PLAN	BIBLIOGRAPHY OF MATERIAL RESOURCE
A. Explain the rules in handling yeast dough. B. Describe the methods and techniques used in bread making. C. Use rules to prepare breads.	Discuss handling yeast and the techniques in making dough or bread. Explain field trip to local bakery and things to observe and ask. Discuss steps and methods used in making bread products and give list of rules to follow. Demonstrate and observe bread making. Show film.	The Baker's Manual

APPENDIX INDEX

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METHODS GLOSSERY.....page 40

METHODS OF EVULATION.....page 41

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CRITERION TESTING.....page 45

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Teaching Methods

Class Discussion
- Small Group
- Large Group

Committee or Small Group
Demonstrations - Student or Teacher
Role Play or Simulation
Field Trips
Films
Slides, Slide Tapes, Video Tape Recordings
Project - Hands - On
Text Assignments
Checklist Development
Interviewing
Educational Games
Making Transparencies
Develop Bulletin Board
Research
Photography and Media Development
Making Classroom Training Aids
Learning Activities Packages
Open Lab
Resource People

Each unit contains a variety of suggested teaching methods. These suggested methods may be found in the following columns in the document: SUGGESTED LEARNING ACTIVITIES; TEACHER RESOURCE NEEDS; LESSON OR UNIT PLAN.

The producers of this document have made an attempt to identify those methods with which the user may be unfamiliar. A glossary of these terms is included as follows:

Small Group Discussions

The following types of small group instruction can be utilized in this document wherever class discussion is suggested. Certain types of small group discussion are more appropriate than others for specific activities.

The producers of this document have attempted to describe the various small group instructional types in this glossary, but recommend each user experiment with appropriate types of small group as it applies to each unit of instruction.

An ideal size for small group instruction would be eight students. However, in vocational programs, the size of classes may create a situation where a small group may be more than eight.

Tutorial Small Group -

The tutorial small group typically has individual students or small sub-groups working on practice exercises of some sort. These often take the form of special assignments to correct a known deficiency or to teach any kind of activity which requires each participant to demonstrate individually that he can perform the task set for him.

The purpose of using a small group is to insure that each student gets some of the teacher's time.

Task Oriented Small Group -

The teacher gives the small group a task with an explanation of what it is they are to accomplish. Each individual has a job to do. The instructor may assign jobs or leave this up to the individuals within the group to select their own, with each group working on a separate task. The product that each group delivers will have an audience, namely the other groups.

Didactic Small Group -

This term applies to any group in which the teacher is presenting new materials in a teacher dominated classroom setting. This may be a lecture, a demonstration, a film show-

ing and review, chalk talk, or what have you. The purpose of using the small group is that the lesson itself is of sufficient difficulty, that the teacher must have a group small enough to permit intensive questioning by both teacher and students. Expect interaction with questions from the group.

Problem Solving -

In this kind of small group, the teacher presents the group with some kind of problem to solve. The focus is upon identifying the problem, sorting out the various elements, and arriving at a plan of attack. The attention of the students is upon the problem and the process of solving it. The teacher is a resource for helping the group set up the process, but not for solving the problem.

Socratic Small Group -

This is a teacher led discussion, the point of which is to bring out some important principles, concepts, or understandings. The teacher has the conclusion, and by asking questions leads the students to that conclusion. The teacher arranges the answer.

Use this type for getting out the main points of a reading assignment, drawing conclusions from observed phenomena, analyzing the significance of data.

Discursive Small Group -

This group can discuss to help correct misconceptions by a free-flowing, unstructured, and open-ended discussion. The teacher may let the discussion go where it will as long as it serves the purpose. This group can be effectively used after viewing films, field trips, and demonstrations.

Large Group Discussion

This technique is not as you might expect determined by the number of participants, but rather by the actions that take place. Large group instruction consists of one way communication with participants acting only as receivers of concepts, knowledge and principles. It usually is used as the introductory phase to a new unit of instruction where facts, rules, and possibly procedures are given. It may include lecture, films, and guest speakers.

The large group technique is most always followed by one form or another of small group instruction to allow group interaction to take place. This will reinforce large group techniques.

The Talking Bulletin Board

A talking bulletin board has all of the elements of a traditional visual bulletin board plus the added feature of an audio presentation.

A teacher or student creates a short sound narrative on an audio cassette recorder of what the individual sees on the bulletin board. This narrative should be no more than three minutes in length.

In using the cassette recorder, the instructor or student verbally takes the observer through the visual presentation narrating the specific information contained in each element of the bulletin board.

Open Lab Technique

This technique is usually used as a follow-up to a teacher demonstration of a hands-on technique. The series of tasks that compose the teacher demonstration are broken down into stations. Each station contains a unique task that collectively will equal all steps in the teacher demonstration.

Each student proceeds through each task until all steps have been accomplished.

An open lab technique can be either a skill that is directly involved with the unit of instruction or centered around a supplementary skill that would ordinarily not be a part of the ongoing instructional program. Usually, the non required skills on the Skill Analysis Chart can be accomplished through open lab technique.

Students may elect to accomplish the open lab technique during any unstructured time, or the teacher may use the technique as a supplement.

Cooperative Vocational Education

This is a method of instruction which aids the student in attaining his/her career objective through first hand exposure. Co-op should be used to improve minimum competency skill development beyond the level provided in the ongoing school-based program.

The Co-op component, as work experience earned in partnership with education, is an important feature of allvocational education programs.

In Vermont, Related Instruction pertinent to Co-op is identified in two parts: (1) Technical Instruction directly related to manipulative skill development of the student and (2) General Occupational instruction directed toward the worker traits aspect of employment.

See Column I of the five column sheet on Cooperative Education page 127 .

METHODS OF EVALUATION

ORAL REVIEW
MAKE COMPARISONS
WRITE STATEMENTS
RANK ORDER
STATE PREFERENCES
MAKING CHOICES
MAKE UP PROBLEMS
CAN PLAY GAME
PLAN AN ACTIVITY
SELF EVALUATION

PEER EVALUATION
COMPLETE A PROJECT
OBSERVATION REPORT
ASSIGNMENT SHEETS
FILL OUT FORMS
TEACHER OBSERVATION
WRITTEN TEST OR QUIZ
REVIEW OF STUDENT RECORDS
CHECKLIST ON PERFORMANCE
REVIEW OF STUDENT ACTIVITY
CONTRACT AGREEMENT

BRINGING IN RESOURCE MATERIALS
REVIEW WORD LIST AND VOCABULARY
STUDENTS FOLLOW DIRECTIONS
RATING SHEETS
RESPONDS TO MEDIA
STANDARDIZED TESTS
DEVELOP A MEDIA PRESENTATION
TEXT ASSIGNMENT
RECORD STUDENT INVOLVEMENT IN A GROUP PROJECT
STUDENT DEMONSTRATION

120

Each unit contains a variety of evaluation methods which may be used. The producers of this document have made an attempt to identify those methods which would be least familiar to the user of this curriculum. A glossary of these terms follows:

EVALUATION GLOSSARY

Make Comparsions -

The student is given several situations, ideas, etc. and will determine their similarities and differences.

Rank Order -

Giving a particular order or position according to importance.

Making Choices -

Choosing the most appropriate answer; test or procedure for a given situation.

Observation Report -

Having watched or been presented a procedure or other activity, a written or oral report is completed by the student. The student does not actively participate in the activity.

Checklist on Performance -

A list of items or steps which can be compared, scheduled, verified or identified during a student's performance.

Contract Agreement -

A written document mutually agreed upon by a student and instructor which states what the student will accomplish. A time frame and evaluation criteria are also included.

Rating Sheet -

Evaluation arrived at by measuring something against a fixed standard previously established.

Sample and use of Occupational Readiness Record

The developers of this curriculum feel that it is desirable to show a prospective employer the levels of skill development a student has attained. The readiness record card that follows is an example of student potential information desired by the employer. Each instructor should recognize the need to revise or adapt this sample copy to his or her instructional program.

The authors see this card bing filled out at the conclusion of the first year of the program and a second card at the conclusion of the second year. With copies given to the student, filed with the guidence office and one kept for the instructors file.

The card itself could be of pocket size (5"x6" with center fold), commerically printed on card stock for uniformity. The sample given in this document is typed 1¼ times the recommended finished print size. The attempt here is to assemble the card camera ready for ease of mass publishing.

SCHOOL NAME

FOOD SERVICE TRADES

Name . . . . . .

Soc. Sec. No. . . . . .

Years of Training . . . . . .

Instructor . . . . . .

Attendance

Excellent	Good	Poor

Promptness

Always	Usually	Never

Responsibility

Exceptionally reliable	Reliable	Not very reliable

Initiative

Does more than required	Does required	Does less than req.

Application

Puts forth extra effort	Good	Poor

Accuracy

Excellent	Good	Poor

This record readiness card corresponds with the Vermont Food Service Trades Curriculum project of 1974-1975.

OCCUPATIONAL READINESS RECORD

From . . . . . .

To the Employer:

This occupational readiness record is an inventory of the training course content and level of proficiency of achievement demonstrated by the student. Potential employers can obtain a certified copy of this readiness record and additional information through the Vocational Center administrative office. The student has learned to expect appropriate instructions with each assigned task. He will expect and seek supervision, assistance and direction where appropriate. Work experience and further training may qualify the student for more complicated tasks.

KEY TO PROFICIENCY CODE:

Level L: Limited skill- does simple parts of task using required tools, but requires instruction and supervision to do most parts of the job.
Level M: Moderate skill- requires help on some parts, but can use most tools and special equipment needed. Knows work procedures but may not meet minimum demands for speed or accuracy.
Level S: Skilled- understands operation principles and accomplishes all parts of task with only spot checks of finished work. Meets minimum demands for speed and accuracy.
All graduates receiving this document have satisfactorily demonstrated to the Instructor, an ability to work safely, understand, and carry out instructions, and co-operate with other employees. This document also attests to their punctuality, reliability and general work habits.

KNOWLEDGE ABILITY PERFORMANCE

L M S

KITCHEN

_ _ _ Equipment-care, safety, & operation

_ _ _ Sanitiation

_ _ _ Hand equipment-care, safety, use

_ _ _ Safety application

DININGROOM

_ _ _ Equipment-care, safety, & operation

_ _ _ Sanitation

_ _ _ Table service

_ _ _ Diningroom attitude

_ _ _ Menu planning

_ _ _ Mixology

_ _ _ Cashier

BASIC COOKING

_ _ _ Weights & measures

_ _ _ Measuring devices

_ _ _ Recipe knowledge

_ _ _ Methods & terms

_ _ _ Fast foods (convience items & prep)

_ _ _ Beverages

_ _ _ Food Serving (portion control)

ADVANCED COOKING

_ _ _ Breakfast cookery

L M S

_ _ _ Salad preparation

_ _ _ Soups

_ _ _ Sauces

_ _ _ Meat identification

_ _ _ Vegetable cookery

_ _ _ Meat cookery

_ _ _ Poultry cookery

_ _ _ Fish cookery

BAKING

_ _ _ Puddings & gelatins

_ _ _ Fountain items

_ _ _ Pastries

_ _ _ Leavened products

_ _ _ Yeast products

MANAGEMENT

_ _ _ Food costing

_ _ _ Recipe analysis & conversion

_ _ _ Purchasing & receiving

_ _ _ Record keeping

_ _ _ Menu planning

_ _ _ Personnel management

OTHER

_ _ _ . . . . . .

_ _ _ . . . . . .

NORM AND CRITERION REFERENCE TESTING

With the advent of educators' ability to identify and write measurable objectives as applied to instruction, evaluation techniques are now changing to reflect this process.

Many instructors involved in college methods and evaluation classes were exposed to, and are familiar with, norm referenced measures.

NORM REFERENCED MEASURES determine an individual's performance in relationship to the performances of other individuals on the same measuring device. Because the individual is compared with some normative group, such measure are described as norm-referenced. Most standardized tests of achievement or intellectual ability are norm-referenced measures.

Most instructors who are using performance objectives to measure student progress should be familiar with criterion referenced measures.

Criterion referenced measures determine an individual's performance in relationship to some criterion or performance standard. Because the individual is compared with some established criterion, rather than with other individuals, this measure is described as criterion referenced.

Norm referenced measures permit comparisons between people therefore their prime purpose is to make decisions about individuals.

CRITERION REFERENCED MEASURES permit decisions both about individuals and treatments. Criterion reference tests are used to determine whether the learner has mastered a criterion skill and to measure a set of instructional objectives.

Vocational educators are now using criterion measures in creating instructional objectives yet continue to compare individuals with other individual when evaluating students. There is a need for educators using performance objectives as the basis of instruction to use criterion referenced testing rather than norm referenced testing.

The following evaluation of a skill or procedure is composed as a sample for the instructor. The evaluation is criterion measured since it directly relates to the instructional objectives defined in the unit.

CRITERION TEST

Written Criterion Tests

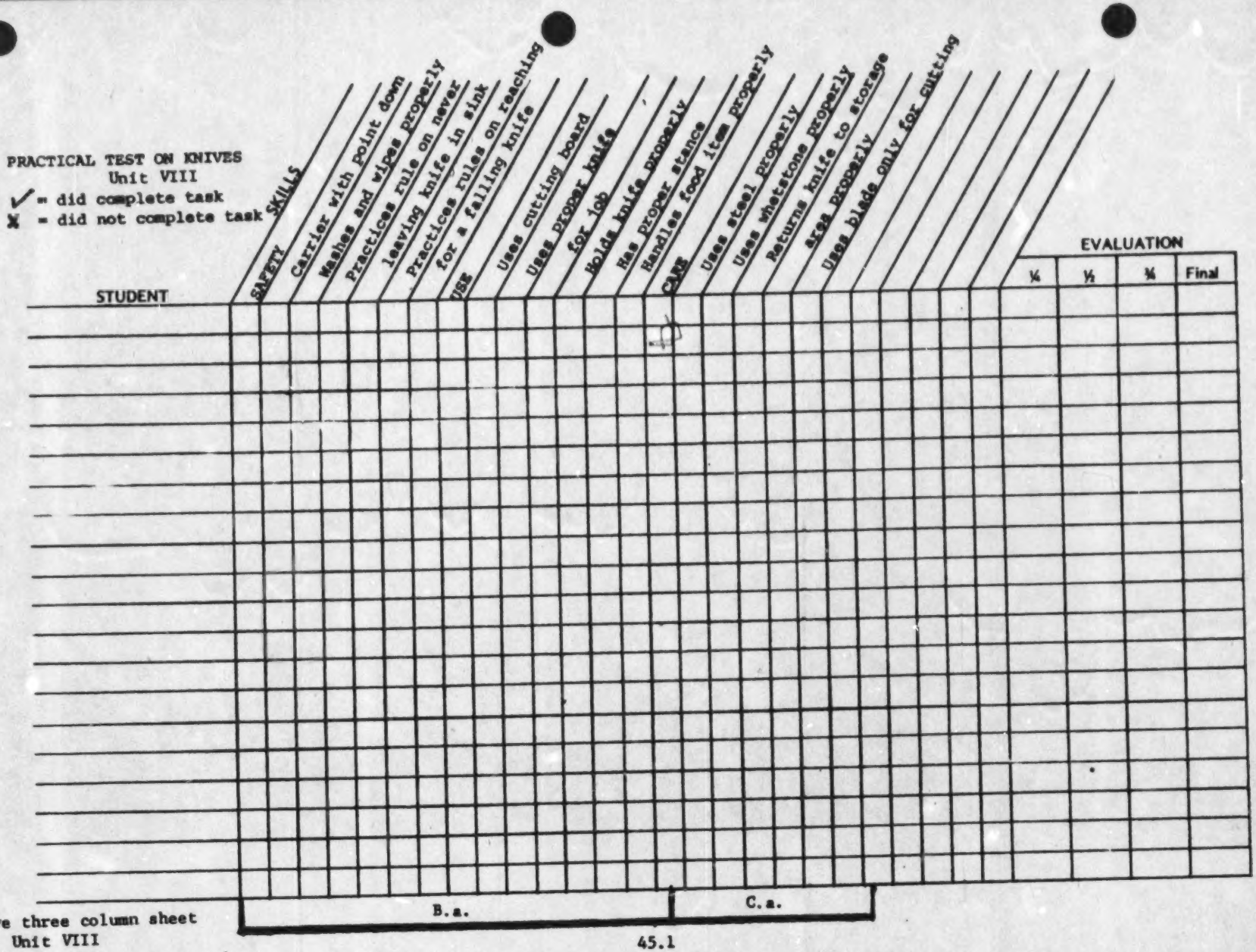
1. Pictures on paper with lines for name and use of each (sample test to follow).
2. Hold up items to class asking for written response from each student.
3. Number items and have them displayed in front of class, giving them answer sheet to respond on.

Practical Tests

1. Use check list with point values or X, ✓ scoring filled in by the instructor as he or she observes student preforming tasks (sample test to follow).
2. Have equipment apart and have student assemble, check for correctness.

PRACTICAL TEST ON KNIVES
Unit VIII

✓ = did complete task
✗ = did not complete task

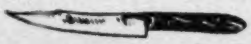


Objective three column sheet
Unit VIII

45.1

TEST UNIT VIII

1. Identify the most common knives illustrated and list one use of each.

   a.  _____

   b. use _____

   c. _____

   d. use _____

   e. _____

   f. use _____

2. Identify the knives used in the meat department and list one use of each.

   a. _____

   b. use _____

   c. _____

   d. use _____

   e. _____

   f. use _____

3. Identify other knives used in food service establishments and list one use for each.

   a. _____

   b. use _____

45.2

c. _____

d. use _____

4. List three ways to keep knives sharp.

a. _____

b. _____

c. _____

5. List four safety practices to be observed when using knives.

a. _____

b. _____

c. _____

d. _____

45.3

List of names:
Grapefruit knife
Salad and utitlty knife
Meat slicer
Boning knife
Cleaver
French knife
Meat slicer
Paring knife
Bread knife

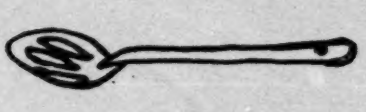
6. Identify the following pieces of equipment.

a. _____

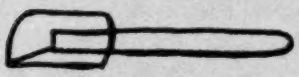
b. use _____

c. _____

d. use _____

e.  _____

f. use _____

g.  _____

h. use _____

i. _____

j. use _____

k. _____

l. use _____

m. _____

n. use _____

o. _____

p. use _____

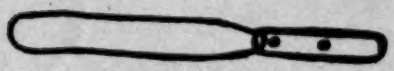
q. _____

r. use _____

45.4

s. _____

t. use _____

u.  _____

v. use _____

45.5

LIST OF NAMES

Whip

Rubber scraper

Meat fork

Sandwich spreader

Pie server

Spatula

Offset spatula

Pastry Brush

Slotted spoon

Ladle

Tongs

All questions on written criterion test of unit VIII relate to objective A. on three column sheet

INTRODUCTION TO SAMPLE LESSON PLANS

The authors of this curriculum recognize the importance of lesson plans for the units contained in this document. Included are three sample forms that could be used in conjunction with the three and five column sheets. These suggested lesson plans are only samples and each instructor using the document is encouraged to adopt rather than adapt the lesson plan formats enclosed.

LESSON PLAN

TITLE Menu Item - Meat Loaf, Meat Balls EVALUATIONS RESOURCES Professional Chef	OBJECTIVE — Introduce basic cooking and make-up and cook meatloaf or meat balls. SUB-OBJECTIVE — Use hand equipment and use weights and measures. Identify vegetable and cook. Observe teacher purchasing food. Able to read recipe

ELEMENTS TO LEARN	PROCEDURES
Basic cooking	Teacher will introduce the basic methods and terminology of cooking. Basic cooking will include moist methods; poaching, steaming, boiling. Dry methods: roasting or baking, broiling, grilling, sauteing, and pan frying. Explain that braising and stewing is a combination of moist and dry methods of cooking. Class will determine what method is used in cooking meatloaf. Class will list the above methods for lab use.
Recipe Knowledge	Teacher will hand out meatloaf recipe. Class will follow teacher reading and explaining the steps in the meatloaf recipe. Class will review the methods used in making up and cooking meatloaf. Teacher will point out the important parts of the recipe such as ingredients, weights and measures, yield and utensils used. Teacher and class will review recipe and answer any questions after preparation.
Purchasing	Class will observe and listen to teacher telephone purchasing food for class. Explain how and where teacher is getting their information needed for purchasing.

ELEMENTS TO LEARN	PROCEDURES
Weights and Measuring devices	Class will review weights and measuring devices and their uses, weights and measuring table. In making meatloaf the students will use measuring devices in weighing out the ingredients needed.
Hand Equipment	In following recipe student will select hand tools needed and review their uses. Students will use the following hand tools in preparing meatloaf: french knife, fry-pan, mixing bowl, roast pan, wooden spoon, paring knife, cutting board, and sauce pots. Teacher will observe students use of the above hand tools and correct use as needed.
Meat Cookery	Students will review basic cooking and recipe knowledge. Class will review the steps and methods used in meatloaf. Students will prepare meatloaf by taking all ingredients to make the mixture then shape into proper size to bake. Teacher will explain different shapes and sizes used in meatloaf, also cooking times and ways to determine when it is completed. Also the various types of meatloaf and meatballs will be discussed in class. Students will observe the serving of the meatloaf and be able to taste the finished product. Class will discuss the taste, texture, appearance, and smell of the finished product.
Sauces	Teacher will select a sauce to go over meatloaf and explain to students other types of sauces that could be used. Teacher will give class the recipe for Creole Sauce and have them prepare in lab.

ELEMENTS TO LEARN	PROCEDURES
Vegetable Cookery	Teacher will select the vegetable to accompany the meatloaf. Explain to the class consideration in choosing a vegetable, such as - color, shape, taste, and method or style of cooking. Students will prepare frozen peas in lab with the aid of the teacher.

LESSON PLAN

Unit:

Mixology Unit
Item: Whiskey Sour

Objective:

Introduce the basic art of mixology and the knowledge of bar equipment and the language

Sub-Objective:

Use of bar equipment for mixing various drinks

Procedure:

Step 1: Put ice in shaker
Step 2: Add ingredients to the shaker
Step 3: Shake in shaker
Step 4: Pour in required glass
Step 5: Add garnish
Step 6: Serve

*Note: A lecture is given on all bar equipment before recipes for drinks are given

Unit:

Vegetable Unit
Item: Corn Mexican

Objective:

Introduce basic vegetable cookery

Sub-Objective:

Use of hand equipment

Procedure:

Step 1: Place corn in sauce pan with boiling salted water to cover
Step 2: After boiling has started again, reduce heat; cook until tender
Step 3: Saute in butter - green peppers, drain corn, and combine the indredients
Step 4: Saute for a few minutes, to blend flavors
Step 5: Serve

RELATED INSTRUCTION

PROGRAM: SUB–UNIT: PERFORMANCE OBJECTIVE NO. : _____ TITLE:	RESOURCES:

ACTIVITY (STUDENT)	REFERENCE:	EVALUATION:

SHOP JOB SHEET

PROGRAM:

UNIT:

SUB-UNIT:

PERFORMANCE OBJECTIVE NO.:_____

TITLE:

RESOURCES:

ACTIVITY:

EVALUATION:

FILM RESOURCES

TITLE	ADDRESS KEY	SUGGESTED UNIT USE	YEAR	FILM STRIP	MOVIE
"Your Job Application"	*	1	1967	X	
"How to Apply for a Job"	*	1		X	
"Foodservice: A Career to Consider"	*	1-27		X	
"Your Personality: The You Others Know"	*	1-27		X	
"Modern Innkeeping"	******	1-27			X
"Kitchen Safety: Preventing Machine Injuries"	*	3	1970		X
"Kitchen Safety: Preventing Burns"	*	3	1970		X
"Kitchen Safety: Preventing Cuts and Strains"	*	3	1970		X
"Kitchen Safety: Preventing Falls"	*	3	1970		X
"Dinningroom Sanitation"	*	3,5,22	1970		
"Does it Matter How I Look"	*	4	1967	X	
"How Do You Look when It Counts"	*	4	1970		X
"Good Looks"	*****	4			X
"Salmonella Infection: An Outbreak of 1957"	****	5			X
"An Out Break of Staphyloccocus Intoxication"	****	5			X
"Sanatation: Why All the Fuss"	*	5	1970		X

FILM RESOURCES (con't)

TITLE	ADDRESS KEY	SUGGESTED UNIT USE	YEAR	FILM STRIP	MOVIE
"Sanatation: Rules Make Sense"	*	5	1970		X
"All About Knives"	**	8		X	
"Better Breakfasts USA"	****	10	1964	X	
"All About Garnishes"	**	11		X	
"Breakfast the Bright Life"	*	10		X	
"Meat Film Strip"	*******	16		X	
"Mealtime can be Magic"	***	21		X	
"Four Food Groups"	****	21	1962	X	
"Meals for Everyone"	****	21	1961	X	
"Mr. Busboy"	*	22	1970		X
"Taking the Order"	*	22	1970		X
"Food Service is People Service"	*	22			X
"Day in the Life of Bread"	********	27			X
"Epidemiology of Salmonella"	*	5	1968		X
"Epidemiology of Staphylococcus"	*	5	1968		X
"Serving Food"	*	11	1968		X
		47.1			

FILM RESOURCE ADDRESSES

ADDRESS	ADDRESS KEY
State Dept. of Vocational and Technical Education Curriculum and Instructional Materials Center 1515 West 6th Avenue Stillwater, Oklahoma 74074	*
Echo Housewares Co. 9234 W. Belmont Ave. Franklin Park, Illinois 60131	**
General Mills 9200 Wazzato Blvd. Minneapolis, Minn. 55440	***
Oklahoma State Dept. of Health ATTN: Film Library 3400 North Eastern Oklahoma City, Oklahoma 73105	****
Modern Talking Pictures Service 1411 Slocum Street Dallas, Texas 75207	*****
Vermont Hotel, Motel, and Restaurant Assoc., Inc. 212 Gryphon Building Rutland, VT 05701 Telphone 773-7546	******
Swift and Company (contact local company)	*******
Ward Baking White River Jct., VT 05001	********

Resource Books

1. An Employee Safety Message for Food Service,
   National Restaurant Association
   Chicago, Ill.

2. Put Profits on the Menu, by Leo Bardarian
   Ahrens Book Co. Inc.
   New York, New York

3. The Restaurant Casebook of Public Relations,
   White Plains, New York Jim Betts

4. Profitable Food and Beverage Operation,
   Ahrens Book Co. Inc. Carlson Brodner
   New York, New York

5. Delectable Desserts, by Warren Crane
   Ahrens Book Co. Inc.
   New York, New York

6. The Correct Waitress, by Susan Dietz
   Ahrens Book Co. Inc.
   New York, New York

7. How to Operate a Restaurant, by Peter Dukas
   Hayden Book Company
   New York, New York

8. Food Preparation for Hotels, Restaurants, and Cafeterias,
   Norwood Tech. School
   Norwood, Ohio

9. Food Service Sanitation Manual,
   Dept. of Health, Education and Welfare
   Washington, D.C.

10. 48 Ways to Foil Food Infections,
    Channing L. Bete Company Inc.
    Greenfield, Mass.

11. Guide for Food Service Operators,
    American College Health Association
    Box 9117
    Coral Gables, Florida

12. Professional Restaurant Service,
    McGraw-Hill of Canada Limited
    Toronto, Canada

13. Restaurant Menu Planning, by Ann Hoke
    John Wiley, Inc.
    Chicago, Illinois

14. Instructors' Guide to Teaching of Professional Cooking,
    Culinary Institute of America
    New Haven, Connecticut

15. Understanding Food,
    John Wiey and Sons, Inc.
    New York, New York

16. Lessons on Meat,
    National Live Stock and Meat Board
    36 South Wabash Avenue
    Chicago, Illinois

17. Modern Sandwich Methods, A Manual for Quantity Sandwich Production,
    Consumer Service Dept.
    American Institute of Baking
    400 East Ontario St.
    Chicago, Illinois

18. Quantity Foods Preparations,
    Supt. of Documents
    U.S. Government Printing Office
    Washington, D.C.

19. Recipes for Quality,
    Supt. of Documents, Government Printing
    U.S. Dept. of Agriculture Publication
    Washington, D.C.

20. Sandwiches Please,
    Wheat Flour Institute
    14 East Jackson Blvd.
    Chicago, Illinois

21. Menu Dictionary,
Ahrens Book Co. Inc.
New York, New York

22. Your Personal Check List,
State Board of Health
914 State Office Building
Portland, Oregon

23. Practical Cooking and Baking for Schools and Institutions,
Ahrew Publishing Company — Joseph Amendola
New York, New York

24. Food Service in Industry and Institutions, by William C. Brown
William C. Brown Company
Dubuque

25. Introduction to Professional Food Service, by CWO James P. Coffman
Institutions Magazine
Chicago, Ill.

26. The Professional Chef,
Culinary Institute of America and the Editors of
Institutions Magazine
Chicago, Ill.

27. Food for Fifty, by Sina F. Fowler
John Wiley and Sons, Inc.
New York, New York

28. Food Preparation for Hotels, Restaurants, and Cafeterias,
American Technical Society — Robert G. Haines
Chicago, Ill.

29. Professional Restaurant Service, by Ellen A. Harris
McGraw-Hill Company
Toronto, Canada

30. Quantity Food Production, by Lendal H. Kotschevar
McCutchan Publishing Company
Berkeley

31. Quantity Food Purchasing,
John Wiley and Sons, Inc.
New York, New York

32. Modern Techniques of Supervision, by Alfred Lateiner
Lateiner Publishing Company
West New York

33. The Management of People in Hotels, Restaurants, and Clubs,
William C. Brown Company — James P. Armatas and Donald Lundberg
Dubuque

34. Understanding Cooking, by Lendal Kotschevar and Donald Lundberg
University of Massachusetts
Amherst

35. Illustrated Guide to Food Preparation, by Margaret McWilliams
Plycon Press
Fullerton

36. Simplified Manual for Cooks, by Frank Moosbeig
Des Moines, Iowa
3122 Garden Avenue

37. Quantity Food Management,
Burgess Publishing Company
Minneapolis

38. The Complete Book of Cooking Equipment, by Jule Wilkinson
Institutions Magazine

39. Grossman's Guide to Wines, Spirits, and Beers,
Charler Scribners' and Sons
New York Harold J. Grossman

40. The Professional Chefs Art of Garde Manager,
by Frederic H. Sonnenschmidt and Jean F. Nicolos
Cohners Publishing Company, Inc.
5 S. Wabash Ave.
Chicago, Ill. 60603

Magizine List

1. Institutions/volume feeding
   Cahners Publishing Co., Inc.
   Chicago Division
   5.S. Wabash Ave.
   Chicago, Ill. 60603

2. Spices of the World
   McGraw-Hill Co.

3. Gourmet
   P.O. Box 2980
   Boulder, Colorado 80302

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Bibilography

1. How to Master the Tools of Your Trade, by Le Roi Folsom
   Dimensions Press
   Little Meadow Road
   Malley's Pond
   Guilford, Connecticut 06437

2. The Bakers' Manual, by Joseph Amendola
   Hayden Book Company Inc.
   Rochelle Park, New Jersey

3. The Proffessional Chef, by Le Roi Folsom
   Institutions Magazine
   1801 Prairie Avenue
   Chicago, Illinois 60616

4. The Essentials of Good Table Service,
   School of Hotel Administration
   Cornell University
   Ithaca, New York

5. Introduction to Professional Food Service, by James P. Coffman
   Institutions Magazine
   1801 Prairie Avenue
   Chicago, Illinois 60616

6. Old Mr. Boston, by Leo Cotton
   Wehman Bros.
   Hackensack, New Jersey 07601

7. The Meat We Eat, by Thomas Ziegler
   The Interstate
   Printers and Publishers, Inc.
   Danville, Illinois

8. Food Service Employee,
   Home Economics Instructional Materials Center
   Texas Tech. University
   Lubbock, Texas

9. Study Guide for Culinarians, by Lendal H. Kotschevar
   Lendal H, Kotschevar
   Educational Consultant
   Seeley Lake, Montana

10. Meat Buyers' Guide,
    National Association of Meat Purveyors
    120 South Riverside Plaza
    Chicago, Illinois 60606

11. Occupational Food Service,
    Portsmouth High School
    Portsmouth, New Hampshire

12. Developing a Course of Study
    Plan of Instruction for Culinary Occupations, by Marguerite Stanton

    Marquerite Stanton
    Burlington High School
    Burlington, Vermont

13. Food Service Occupations,
    Occupational Cluster Guide
    Oregon Board of Education
    942 Lancaster Drive, N.E.
    Salem, Oregon 97310

14. Eric Documents can be ordered from:
Twin State Educational Information System
State Dept. of Education
Montpelier, Vermont 05602

VT 012 982	1972	VT 016 243	1973
VT 013 677	1972	VT 017 078	1973
VT 014 055	1972	VT 017 045	1973
VT 014 561	1972		
VT 014 820	1972		